

BULLETIN 2a

Elementary School

METHODS THE ENTERPRISE

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INTRODUCTION

Before launching into a detailed discussion of Enterprise methods it might be well to consider what the Enterprise tries to accomplish. Enterprise methods, if used successfully, will contribute to a greater or lesser extent to all the aims of elementary education. These aims are set forth clearly and succinctly on pages 10 and 11 of Bulletin 2 for the Elementary School. There are, however, certain areas of learning in which the Enterprise makes a major contribution toward the education of the child.

The child learns about other people and the ways they have found to live together successfully. This is the very core of the Enterprise. In more traditional programs of study it is given a special place and named Social Studies. It is still a most important part of the Enterprise. There are two ways in which the children learn about successful social living. First, the class itself is a social group, and, through constant contact with other pupils in the class, every child should learn better how to get along with his fellows. Second, the children are introduced to a study of the organization of our society. They begin with a study of the family, not only because it is the basic unit of our civilization, but also because it is the part of society with which they have had the most intimate contact and therefore with which they are most familiar. They subsequently learn of the ways in which people of other times and other places have developed a successful way of living. They also learn a great deal about the way in which Canadians lived in the past, and how their endeavors helped to create the Canadian nation.

Through the Enterprise the child learns something of the relationship between people and their physical surroundings. This involves a study of geography. Geography is learned in the Enterprise not as an isolated subject but as something which influences the lives of people. The clothes we wear, the food we eat, the houses we live in and many of the activities in which we engage are influenced profoundly by the geography of the part of the world in which we live. Thus, there should be specific geography learnings with each Enterprise.

The child has a lively interest in the living and non-living things which surround him. Enterprise methods capitalize on this interest to teach him about science and technology, and the way in which they have made human living safer and more enjoyable.

If children are to become responsible citizens in a democracy they must have continuing practice in working with other people to reach a common goal. The Enterprise method involves the providing of many opportunities for the children to work in groups on a problem of common interest. This is a very important feature of the Enterprise, and it should be remembered that the experience of working together can be as important as the work which the group produces.

Children should be given constant practice in searching for, collecting and organizing material. They need to know how to use available sources of information. They need to know how to locate appropriate material quickly and efficiently. They need to know how to summarize the information they obtain, and organize it so that it makes sense to other people.

The Enterprise should offer many opportunities for the pupils to use skills and understandings gained from their studies in such fields as arithmetic, science, language, art and music. Programs in all school subjects should be sufficiently flexible so that some of the time devoted to them may be used to practice activities undertaken during the course of the Enterprise. If, for example, the class is carrying out activities connected with an Enterprise on Mexico, some of the time devoted to rhythms and dances in the physical education program might well be spent in learning a Mexican folk dance. The Enterprise provides an ideal situation in which the children may use skills and understandings gained through study in other subject areas. The mechanics of reading and the different types of reading are developed in the reading lesson. The search for information in the reference books should impress the students with the need to learn to skim until the desired information is found. Once found, the student must know how to pick out the essential facts. The Enterprise setting gives many opportunities to practice and to develop the reading skills learned in the reading period. The reading and research in the Enterprise must be supervised carefully by the teacher.

Language authorities agree that good expression demands that first you must have something to say, secondly you must have an audience, thirdly you must have a desire to communicate. The Enterprise provides such a setting and should be utilized fully. The oral reports given provide the teacher with a splendid opportunity to check and to improve the oral language of the students. Student notes must have the essential information organized around the topic and should contain paragraphs which represent the highest possible language attainment for the student. To reach the desired attainment in written and oral language time must be taken to thoroughly and systematically check the work of the students.

Another important goal in education is to produce adults who will be able to direct their own affairs in a competent manner. The only way to develop this ability is to allow the child, as he matures, to take a greater part in managing his affairs. Immature children will need much help and guidance in their learning activities but they must be encouraged gradually to assume more and more responsibility for what they do with their time in school. Children need to know why events take place as well as how they take place. The relationship between causes and effects must be understood if we are to continue to improve either the group or the society to which we belong.

The Enterprise provides opportunities for the child to determine to some extent, at least, what he shall do. The teacher must always decide whether or not the activity which the child chooses has any real educative value. The teacher must also be aware of the fact

that the maturity of the child will govern the kind of choices which the child can make. Young children should not have thrust upon them choices for which their immaturity makes them unprepared. But perhaps the danger really lies in the other direction, and the teacher may be too much disposed to make all the decisions for the children. The Enterprise provides the setting in which the child may make choices; it is up to the teacher to determine what choices should be open to the child. It is only through being allowed to make choices, however, that the child will gradually learn to take some responsibility for his own learning activities.

ESSENTIAL PARTS OF THE ENTERPRISE

The essential parts of the Enterprise, as far as the teacher is concerned, are seven in number. They are listed below.

- I. Selection
- II. Preparation
- III. Setting the stage (motivation)
- IV. Planning with the pupils
- V. Guiding the activities
- VI. Providing for the culmination
- VII. Estimating progress (evaluation)

I. SELECTION OF THE ENTERPRISE

The selection of an Enterprise is, of course, limited by the sequence suggested in Bulletin 2. Students should take at least one Enterprise from each of the four main sections, A, B, C and D. Further Enterprises would either enlarge certain of these suggested areas or be directed to fill in gaps in student knowledge. With this framework in mind the particular Enterprise is chosen primarily on the basis of its capacity to contribute to the development of the student. The desired development of the student in terms of attitudes, appreciations, understandings and skills, for each grade level is outlined in Bulletin 2. Thus the choice of the Enterprise depends upon a very thorough knowledge of the needs of the children in your room. It is also necessary to have a complete picture of the knowledge core of your class and this can be obtained only if there is a complete record of Enterprises which have been taken.

It is not necessary that the children pick the topic as they are not always aware of their needs, but the teacher should take time to "set the stage". If this is done the pupils will enter wholeheartedly into the development and carrying out of the project.

Availability of reference books and other materials is very important. There is harm done when an Enterprise is started and then comes to an abrupt halt because of lack of material. The teacher must make sure that good source material is available.

The selection of the name is very important. Many titles are too narrow to fit into the scope as outlined in the Alberta course of study. For example, if we were studying Section B in Grade 5, "How Alberta Provides for Her People", someone might be inclined to entitle the Enterprise "Oil—Flowing Gold". A much better title would be "The Alberta Treasure House". Such a title has much broader appeal to the special interests of the pupils and, of course, gives a much better picture of Alberta. The topic "Treasure House" can easily be broken down into a number of sub-problems. This fact is very important if the committees are to do worthwhile work. The title limits the scope of the Enterprise, and must be selected carefully.

II. PREPARATION

Thorough and careful preparation for the Enterprise involves the following steps.

- A. Obtaining a fund of information on the proposed topic.
- B. Defining carefully what the children may be expected to learn from the Enterprise.
- C. Surveying possible sources of information which will be available for the pupils' use.
- D. Outlining possible ways of introducing the Enterprise.
- E. Listing possible activities in which the pupils might engage.
- F. Discovering possible ways in which progress in the Enterprise may be determined.

Only the first three of the above points will be discussed in this section. The preparation necessary for the last three will become clear in later sections.

A. OBTAINING INFORMATION

If the teacher has not sufficient information and understanding about the proposed topic for the Enterprise it is difficult to see how he will be able to guide intelligently the children's learning and activity. It is not necessary that he have detailed knowledge of every area of the topic to be studied, but he should have a good grasp of the scope of the topic and a true understanding of the relative importance of the various related areas under the topic. It is not too much to expect that the teacher will have delved deeper into the topic than he expects the children to do.

B. DEFINING EXPECTED LEARNINGS IN THE ENTERPRISE

There are attitudes, skills and understandings which every Enterprise should help to develop. These are explained in the introduction to Elementary School Bulletin 2, and some of them are briefly reviewed in the introduction to this bulletin. For example, every Enterprise undertaken in the Elementary grades should result in some increase in the pupil's ability to search for, summarize and organize information. It should also provide opportunities for co-operating, assuming responsibilities, developing self-reliance and ability to work on one's own. The teacher should always keep these broader aims in mind as he plans for the Enterprise.

But the children will learn some things from one particular Enterprise, things that they would probably not learn from any other Enterprise. These we call major learnings or understandings and they arise directly from the information which the children gain from the experiences they have while making a study of a particular topic. Let us take, for example, the Enterprise topic, "How Canadians Established Themselves from Sea to Sea". From a study of this topic the children should come to understand, among other things, that it required a great deal of courage and determination to set off across uncharted seas and into unknown country. The following is an example of such an understanding and some of the ideas which

contribute to it. "In the early days (16th Century) sailing out into the ocean was a daring adventure."

- (a) Instruments for navigation were few and crude (e.g. compass, astrolabe).
- (b) Sailing ships were small and were at the mercy of sudden storms.
- (c) The principal means of preserving food was the salting of meats; chief diet—salt pork and ship's biscuit.
- (d) Supplies of drinking water were limited.
- (e) No one knew for certain what lay far beyond the western horizon.
- (f) Because men did not know, they imagined frightful things such as encountering sea-monsters, and falling off the edge of the earth.

Any list of understandings which the teacher makes is for his purposes and should under no circumstances be given to the pupils as statements to memorize. The list should be kept relatively short; it is not necessary that the teacher foresee every understanding which might develop during the Enterprise.

C. SURVEYING POSSIBLE SOURCES OF INFORMATION

The teacher should survey the possible sources of information which will be available to the pupils. He should know how much useful information each of these sources offers. He should examine reference materials to be found in libraries in the classroom, school or community in order to discover whether or not sufficient material on the chosen topic is available. He should screen with particular care material contained in magazines, pamphlets and newspapers. He should also survey the local community to determine the sources of information which exist in the neighborhood. There may be local "experts" who would be willing to speak to the class, or be interviewed by a class "reporter". There may be manufacturing or processing plants such as creameries, or canning factories, which might be visited. There may be dams, irrigation systems, or electric power plants which the class might investigate, or there may be striking natural features from an observation and examination of which the pupils might come to understand certain aspects of geography.

The teacher should also consider the use of auditory, visual, and projected materials. Auditory materials include radio programs and phonograph recordings; visual materials include pictures, maps and charts; projected materials include slides, filmstrips and sound and silent motion pictures.

D. MAKING A PLAN

Successful teaching, using the enterprise method, demands careful planning. Before the introduction of the Enterprise method, we were concerned primarily with day-to-day planning. The Enterprise method, however, demands two types of planning: (a) the long range planning (the master plan) and (b) the day-to-day planning. The master plan should be carefully worked out; it should indicate very carefully the informational objectives, the skill objectives, the attitude



Exploring community resources—A visit to a museum.

Exploring community resources—A visit to a fire hall.

(Alberta Government Photos)





Exploring community resources—A committee studies pioneer life at first hand.

(Alberta Government Photo)

objectives, and the learning activities that will most likely be engaged in to reach the desired objectives. The plan is, after all, a guide for teaching—if it becomes too encumbered with detail it will lose its effectiveness. Of course, this pre-plan is subject to modification by the pupils and the teacher. These modifications allow for pupil and teacher interests which become evident as the Enterprise develops. The day-to-day plan is more or less a log of activities and accomplishments, but is very essential if the time limit and objectives which have been set up for the Enterprise are to be met.

Should the teacher make a new plan for each and every Enterprise? Ideally he should do just this. There is no doubt that a plan drawn up for a particular group of children, at a particular time, will have more value than one drawn up at some other time for some other group of children. Nevertheless, the teacher in the practical classroom situation may find it too much of a burden to make a plan each year for every Enterprise to be undertaken. The best substitute for a fresh plan is a plan which the teacher has already made up for the Enterprise section the children are to study. The teacher may find that this "old" plan may be quite usable, perhaps with some alteration and modification. Also of considerable help are Enterprise plans produced by other teachers. Even more helpful are Enterprise plans drawn up by a number of teachers who teach under somewhat similar conditions. Indeed there is great value in an undertaking of this kind. Wherever possible, however, the teacher should plan anew for each Enterprise. In doing so, he may obtain ideas from Enterprises produced by other teachers. All else failing he may use plans made by someone else. The best which can be said for the last practice is that it is better than no plan at all.

The following is a very fine resource unit worked out by a group of elementary teachers in the city of Calgary. Some of us would plan differently—perhaps give more attention to science and health correlations. However, the following important aspects of a good plan are emphasized:

- (1) It lists objectives: understandings, skills and attitudes.
- (2) It has a broad scope; most of the scope questions suggested in Bulletin 2 are answered.
- (3) The resource materials have been carefully examined and listed.
- (4) The activities which should help reach certain objectives are listed carefully.
- (5) Attention is given to geographic detail.
- (6) A culmination is planned.
- (7) Please note that an evaluation of skills, individual growth as well as information, is suggested.

RESOURCE UNIT—"OLD EUROPE FINDS NEW AMERICA"

(Grade V)

It should be noted that, in its entirety, this Unit outlines many more aims, objectives and problems than the individual teacher will be able to cover during a reasonable period. It is the intention of the

committee that the teacher select sufficient points and suggestions to assist in planning and completing an Enterprise on this topic which will fill the needs of her individual class.

I. AIMS AND OBJECTIVES

A. *Social Studies Objectives and Attitudes*

1. To have the children realize how the boundaries of the known world of the 15th and 16th centuries expanded through discovery and exploration, and
2. To study knowledge of navigation and maps of this period, thus
3. To point out and stressing the courage and spirit of adventure of the early discoverers and explorers.
4. To have the children realize that the motives for much of this expansion were a desire for trade, material wealth, and the search for religious freedom.
5. To become acquainted with the lives and customs of the outstanding early discoverers and explorers through simple stories.

B. *Abilities and Skills Objectives*

1. The teacher must realize that pupil research work is preceded by a specific plan of action which outlines the information desired. She can guide the preparation by lists of questions to be answered by pupil research.
2. To develop pupil ability in writing a good five or six sentence report or paragraph. Use a plan or pattern in guiding the child in this effort. (Examples: Who? When? Where? Why? What? How?)
3. To gain additional skill in research habits. Stress the use of an index and table of contents. (Use Language and Reading Guides, and Workbooks.)
4. To have the children compile a class spelling list of new Social Studies words encountered. Use a blackboard panel to encourage the development of this habit.

II. INITIATION

Note: Use some combination of the following suggestions to assure genuine pupil interest at the outset of the Enterprise. Lagging interest may be regained by introducing a new and fresh stimulus.

1. Show a filmstrip. Choose suitable parts only.
2. Read introductory stories of some of the early explorers to the class.
3. Show pictures of early explorers, their ships and navigation instruments.
4. Show maps of this period.
5. Set up an exhibit of some of the pictures, maps, globe and all related reference books.



Geography—In the steps of Marco Polo.

(Alberta Government Photo)

III. PROBLEMS, RELATED ACTIVITIES AND CORRELATIONS

A. *Historical Problems*

1. Explorers Prior to Columbus

- (a) Find out the people's knowledge of the world and what understandings they had of navigation. (Early superstitions of the earth's shape; limitations of their ships and navigation instruments; importance of the introduction of the magnetic compass and astrolabe.)
- (b) What people explored the western ocean before the real Age of Discovery and Exploration? The Vikings.
- (c) Read to the class about the Crusades and how they helped to stimulate an interest in the outside world.
- (d) Read about Marco Polo and how his travels aroused the desire to find other trade routes to the Far East. Tell the class some of the accounts from his book.
- (e) How did Prince Henry, the Navigator, help the progress of discovery and exploration?

Activities: Art—early pictures of navigation instruments

—large map of known world

—pictures of Vikings, Viking ships and a map of their routes

—pictures of Crusaders, camel caravans, Marco Polo, Diaz, da Gama, etc.

—maps of trade routes, Marco Polo's routes, those followed by Diaz and da Gama.

Language—Oral reports on Eric the Red, Leif the Lucky, Iceland, Greenland, Viking settlements in the New World.

—new medicines, food, silk, gems and learning introduced into Europe by the Crusaders.

—reports on Prince Henry's school of navigation which he established in Portugal; on Bartholomew Diaz and Vasco da Gama.

Dramatization—Vikings sighting shores of New World.

—Crusaders returning home and telling tales of the Holy Land.

—Prince Henry instructing his navigators.

—Arrival of Vasco da Gama in India.

2. Spanish, Portuguese and French Explorers

- (a) Read about the discovery of the New World by Christopher Columbus.
- (b) Learn about the voyages made as a result of Columbus' first voyage.

- (c) Find out the details of the first circumnavigation of the world. (Note that this took place 27 years after Columbus discovered America.)
- (d) Learn how the next 10 years were devoted to a search for a passage around or through this continent which was now known not to be Asia after all.

Activities: Art—Pictures of Columbus in sight of land, *or* his landing in the new world.
 —prepare a model of the Santa Maria.
 —maps of Columbus' routes, trips of Cabots and Cartier, Magellan.

Language—Research and pupil reports on:

1. Columbus (his search for a sponsor for his voyage, Isabella and Ferdinand, his ships, his voyages.)
2. Amerigo Vespucci, the Cabots, the importance of the fisheries.
3. Ferdinand Magellan, and the hardships of his voyage.
4. *French explorers*—Jacques Cartier, Samuel de Champlain.
5. *Early English Explorers*—Davies, Frobisher, Gilbert, Hudson.

Dramatization—Dramatize:

1. Columbus' first voyage *or* the Court Banquet scene upon his return to Spain.
2. The death scene of Magellan, *or* the arrival of the ship at home port.
3. The story and tragedy of Henry Hudson.
4. Cartier erecting cross at Chaleur Bay and claiming the land for France.

Health—Study the reasons for scurvy, effect of cold.

3. The Spanish Establish Possessions in the New World
 - (a) Learn how Spanish control was established as a result of their search for gold.
 - (b) Read about the English freebooters or pirates who preyed on the rich Spanish settlements and treasure galleons.
 - (c) Learn about the culture and customs of the Aztecs, Mayas, Incas.

Activities: Language—Research and Oral Reports on:

1. Balboa, and the Isthmus of Panama.
2. Ponce de Leon, and the Fountain of Youth.
3. De Soto *or* Coronado.
4. Cortez and the conquest of Mexico.

5. Montezuma, Aztecs, Mayas, Incas.
6. Pizarro, and the conquest of Peru.
7. How Spanish influence is noted in these countries today.
8. Sir Francis Drake, Martin Fro-bisher, Hawkins, Sir Walter Raleigh.
9. English naval skill which helped defeat the Spanish Armada.

Art—Prepare a picture of the gold caravan routes.

Dramatization—Scene to show how Spanish treated natives.

—Scene to show attitude of Queen Elizabeth toward the English freebooters.

4. European Countries Lay Claim To the Remainder of The New World.

- (a) Meanwhile the French had been exploring and settling.
- (b) Other explorers pressed their explorations into the Pacific.
- (c) The English establish the Hudson's Bay Company.
- (d) Learn that early explorations determine the location of first settlements:

Spanish—Southern U.S.A., West Indies, Mexico, Central and South America.

English—New England Colonies, Hudson Bay.

French—St. Lawrence, Louisiana, Mississippi Valley.

Dutch—New Amsterdam.

Activities: Language—Research and reports on:

1. Cartier's third voyage, Roberval, Champlain, Marquette, Joliet, La Salle, Radisson and Groseilliers.
2. Cabrillo, Drake, Cook and Vancouver.
3. Organizing and establishing the Hudson's Bay Company.

Art—Maps of North America to show stages by which entire continent was finally claimed.

—Models or large pictures of:

1. First settlement at Quebec.
2. Early Hudson Bay Fort.
3. Typical New England homes.

—Pictures of early colonial costumes.

5. Modern Trade Routes Follow Those Pioneered by The Early Explorers.

- (a) *Cartier*—St. Lawrence route.
- (b) *Balboa*—Pacific route, Panama Canal.

- (c) *Magellan* and/or *Drake*—circumnavigation of the globe.
- (d) *Hudson*—Great Atlantic route, and Hudson Bay route.
- (e) *Gilbert*—earlier slave trade route.

General Related Activities:

1. Make a date line chart of discovery and exploration, starting with the year 1000 A.D. Add to this as Enterprise progresses.
2. Make a pictorial map of the voyages of discovery. Add to this day by day as new discoveries are studied.

B. *Geographic Problems*

1. Reasons for changing early ideas about shape and size of the earth:
 - (a) Better navigation instruments.
 - (b) Improved knowledge of astronomy.
 - (c) Expanding exploration.
 - (d) Better maps.
 - (e) Invention of printing.
2. Elementary understanding of lines of longitude and latitude for determining location of ships at sea.
3. Learn names of oceans, land masses and rivers reached during these voyages of discovery.

C. *Social Problems*

1. To gain an appreciation of the courage, the spirit of adventure, the search for religious freedom, the quest for new land and material wealth and all such forces which prompted these early voyages of discovery and exploration.
2. Students should learn to marvel at the way these voyages were completed in the face of limited knowledge, unknown horizons, small ships and limited funds.
3. An appreciation should be gained of how these early explorers adapted themselves to their surroundings, quickly learned to use available food supplies, timber for building crude shelters, etc.

IV. CULMINATION

- A. Have an exhibit of the work done during the Unit: pictures, date or time charts, maps, models, written reports, etc.
- B. *Stage A Pageant*—Assign a part to each student to tell his story as one of the explorers. Have a commentator give the time sequence and related information. Invite parents or another class as the audience.
- C. Prepare files of collected notes and pictures to become a permanent part of the class library.

V. EVALUATION

- A. Throughout the Enterprise check to see if the pupils know :
 - 1. The usual motive behind exploration.
 - 2. The effect that opening up of new land has on peoples of the world.
 - 3. The part science has played in aiding discovery and exploration.
 - 4. The courage and daring needed to undertake these exploits.
- B. Your pupils should know :
 - 1. Something of the state of Europe at the beginning of the Age of Discovery and Exploration.
 - 2. The essential information about the most important explorers.
 - 3. How to locate the places discovered on maps.
- C. Your pupils should be advanced :
 - 1. Understanding the use of reference books and maps.
 - 2. In written and oral expression.
- D. Through the Enterprise the teacher should observe the pupils to :
 - 1. Note how each student works with his group.
 - 2. See if he perseveres in seeking an answer to his problems.
- E. Tests of essay type, true-and-false tests, etc. can be given at intervals throughout the unit. Properly administered, such tests stimulate interest, increase industry in research and serve to let the teacher know points of weakness. She may then give formal lessons to cover these.

VI. BIBLIOGRAPHY

- A. *Britannica Junior Encyclopaedia* (Unit of Study—"Discovery and Exploration")
- B. *Compton's Pictured Encyclopaedia*.
- C. *Changing Canada (Fish, Furs and Exploration)*. Clarke, Irwin & Co., 1951.
- D. *Living in Canada*—Clarke, Irwin & Co.
- E. *History for the Beginner* (last chapter only), Cordier and Robert. Rand McNally & Co.
- F. *A Brave Young Land*, Edna McGuire, Macmillan Co.
- G. *Finding New Homes in Canada*, Guillet and McEwan. Nelson & Sons.
- H. *Story of Old Europe and New America*, Barker et al.
- I. *The Ship Book*, Dukelow and Webster. Houghton Mifflin.
- J. *Pirates and Pathfinders*, Hamilton. Clarke, Irwin & Co.
- K. *History of Young America*, Cordier and Robert.
- L. *Canadian Heroes of Pioneer Days*, McKinlay.

Filmstrips:

(Note: Order strips by number from Audio-Visual Aids Branch, Department of Education.)

XP-461	The Age of Discovery	XP-465	Golden Age of Spanish Discovery
XP-462	The Story of the Vikings	XP-466	The English Sea Dogs
XP-463	How Columbus Discovered America	XP-467	Founders of New France
XP-464	Cortez Conquers Mexico	XP-468	History Review
		XP-1335	Exploration and Discovery

Films:

(Note: Order films by number from Audio-Visual Aids Branch, Department of Education.)

	Running Time
Q-207 Champlain	8 minutes
Q-94 Cortez and Montezuma	15 minutes
Tk-580 Story of Christopher Columbus	21 minutes
T-744 Age of Discovery (Spanish and Portuguese Explorations)	11 minutes

Song Suggestions

(All from Canadian Singer, Books III, IV, V and VI)

Christopher Columbus—Book III, Page 27

The Canadian Way—Book IV, Page 8

Our Country—Book V, Page 7

The Texas Trail—Book V, Page 58

Old Europe—In Old Vienna—Book V, Page 152

The Blue Danube—Book V, Page 154

In My Bark Canoe—Book VI, Page 79

III. SETTING THE STAGE

The objective of the teacher in this part of the Enterprise is to arouse in the pupils a maximum amount of interest in the topic to be studied. Generally, the greater the interest the more efficient the learning. Perhaps while working on the pre-plans, the teacher has begun to enlist the support of the pupils in the proposed Enterprise by suggesting certain readings. If the Enterprise has sprung naturally either from events in the immediate environment or from a previous Enterprise, little or no motivation is necessary as the interest is there. However, if the Enterprise is one which has been planned by the teacher it has to be motivated more carefully. To the experienced teacher this presents little difficulty as the range of pupil interest is



Setting the stage—The teacher may tell a story that portrays vividly some aspect of the proposed Enterprise.

(Alberta Government Photo)

very great. The following are a few suggestions which might help to "set the stage" for an Enterprise.

A few well-chosen pictures illustrating some phase of the projected Enterprise may be placed around the room. The children are given an opportunity to examine these pictures, comment upon them, discuss them and ask questions about them. While the teacher should allow free discussion, he should also be ready to direct the discussion to the point where the children will ask pertinent questions about the pictures—questions which lead easily to a consideration of problems connected with the theme of the Enterprise.

The teacher may read a story or a poem which portrays vividly some aspects of the proposed Enterprise. There are many excellent adventure stories written around historical characters. There are also interesting books written about people and places in other parts of the world. These are particularly valuable in arousing the interest of pupils. The story should be short, requiring not more than twenty or thirty minutes to read. Needless to say the story should be well read. The teacher may assign the task to one of his pupils who has marked ability in oral reading. If a pupil is to read the story he should be given a chance to become thoroughly familiar with it before he is required to read it to the class. When a short story is not available, an excerpt from a longer story may be read. The excerpt should preferably contain some dramatic incident calculated to fire the imagination and arouse interest.

Class discussion should follow the reading of the story. The children may express the desire to find out more about the people, places or incidents described in the story, or the teacher may suggest that they do so.

Maps and charts may also be used to arouse the interest of the pupils. It is always better for the pupils to ask questions about the chart or map which is being displayed, but if pupil comment is not forthcoming the teacher should point out some of the significant details.

Where available, projected materials (principally motion pictures, filmstrips, and flat pictures in the opaque projector) can be very effective as a device to stimulate interest. The motion picture can bring the pupils in as viewers on many of the activities which they will study later. The filmstrip has been used with outstanding success by some teachers, both at the beginning and in subsequent phases of an Enterprise. Besides having value from a motivational standpoint, it is desirable that the pupils should visualize some general aspects at the beginning of a study, and films, filmstrips and projected pictures can be used to real advantage in doing this.

After the interest of the pupils has been aroused and there is a real desire to study the problem, it is often advisable to postpone the actual work for a few periods until the pupils have had an opportunity to become better acquainted with the scope of the problem. This can only be done by building up a good background of information around the problem. Not only does this motivate, but it gives the students the necessary information to participate intelligently in the planning.

The length of time spent in "setting the stage" varies greatly. However, it is not done in a period, or by the reading of a single poem, or the showing of either a filmstrip or a film. Perhaps a week can be spent very profitably in "setting the stage." The lower the grade level of the class, the more time must be spent in building up the informational background to get students to participate intelligently in the Enterprise.

IV. PLANNING WITH THE PUPILS

Once they have shown a desire to discover the answers to questions raised in the stage-setting period, the teacher must help the pupils to state the main problem, to break it down into more manageable sub-problems and to determine what should be done to solve the problem. This requires considerable skill on the part of the teacher. It is all too easy for the teacher to present to the class both the problem and the method of finding the solution. Perhaps some teachers will not be able to devise any other method of presenting the topic. But the resourceful teacher will find this particular phase of the Enterprise an opportunity to enlist the help of the pupils in organizing and planning their work.

The extent to which the pupils will be able to participate in planning and organizing will depend upon many things. If the pupils have had little previous experience in voicing opinions, making suggestions, or supplying ideas, the teacher must not expect from them miracles of planning and organization. In this situation the teacher should encourage the pupils to participate. By means of suggestion rather than prescription he should lead them to accept a plan for their study and work.

The atmosphere of the planning period is important. The teacher should do nothing which will dampen the enthusiasm of the children for the undertaking. At the same time, there should prevail a feeling of seriousness and determination. Politeness and order must be maintained. The pupils must listen to the suggestions of others even though they themselves are eager to speak. Each pupil must be given the opportunity to express his ideas, and those who would dominate the discussion must be held in check.

Generally the smaller the class the more informal may be the discussion. Where the class is large it may be necessary to allow each pupil to speak a limited number of times during the discussion. Where the class is small the teacher can allow much more freedom of action. It is important to remember that the teacher must always retain unobtrusive yet firm control of the discussion. He must act as a chairman, and see that discussion is to the point. If he does not do this the children's interest may be dissipated and the preliminary discussion end in nothing more than superficial comment and irrelevancies.

HANDLING DISCUSSIONS

Rules for the conduct of discussions may be evolved by the teacher and pupils working together. It is not necessary for the teacher arbitrarily to impose restrictions and limitations on the pupils. Furthermore, if the pupils have had some part in drawing up the rules to



AUDIO-VISUAL AIDS

(Top) Preparation
for a school broad-
cast.

(Left) The display
panel motivates and
informs.

(Alberta Government
Photos)

govern their own conduct, it is much more likely that they will adhere to the rules.

There are several ways in which the children may become aware of the questions which must be answered during their study in the Enterprise. These questions ideally should arise from the pupils themselves. When this situation arises either the teacher or an older pupil will list the pupils' questions on the blackboard in the order in which they come from the class. The next step is to rearrange these questions under a few headings. Again, the pupils themselves may be able to suggest these headings, or at least be able to assist in placing the questions under headings suggested by the teacher. If the teacher lacks ideas for headings he might find help in the ten areas of the scope of the Enterprise listed on page 21 of Bulletin 2 for the Elementary School. These could be reworded in terms that the pupils understand. It is not suggested that all ten areas of the scope can be used for each Enterprise: the teacher should use only those which the topic seems to deal with adequately.

What happens if the children do not ask questions or offer suggestions? Perhaps the devices used to heighten pupil interest have not been as effective as the teacher had hoped, sometimes the children do not know enough about the topic to ask intelligent questions about it, but whatever the reason the teacher need not feel that the Enterprise has been lost. If the pupils merely need stimulating, the teacher may ask challenging questions about the topic. The pupils will recognize that there is a problem, what the problem is, and think of ways of solving it. On the other hand if the pupils' lack of response is the result of lack of knowledge the teacher may take time to sketch the broad outline of the topic in a vivid and interesting manner. This is sometimes called the "overview approach" to the Enterprise. All else failing the teacher should teach directly some of the content of the Enterprise. This teaching must be skilful, its object being not to cram as many facts as possible into the heads of the pupils, but rather to give the pupils a base of information upon which they can build their own unit of work and study. If interest is not high at the beginning of an Enterprise it can be developed as the work progresses.

Perhaps too much stress has been placed upon the necessity of securing the pupils' interest in a topic. It may be that, by so doing, problems which would not otherwise exist are being created for the teacher. After all, school is a place where we learn, and children usually go to school expecting that they will learn something. It is only when formidable barriers are placed in their path that children find school distasteful. But generally the children are "set" to learn when they go to school, and often all the teacher needs to do is to show the children that he is eager and willing to help them learn.

Then too, if the teacher makes sure that the new topic follows naturally and easily from the children's previous study, that the new area of study is closely related to what the child already knows, one of the main conditions of interest has been met. This implies, of course, that the teacher knows what the children have learned in previous Enterprises in other grades. Too often this is not so. For each Enterprise the teacher should keep a careful record of the area covered and the learning acquired by the pupils. These records should be available to other teachers.

Teachers who have not had much experience in planning with pupils will do well to maintain fairly firm control at first. A sudden shift of control from the teacher to the pupils will in all likelihood leave both the pupils and the teacher bewildered, frustrated, and unhappy. Unless the teacher is reasonably sure of his ground he should consider this shift a gradual process. In determining the extent to which he will permit pupil-participation in planning the wise teacher will take into consideration the following important factors:

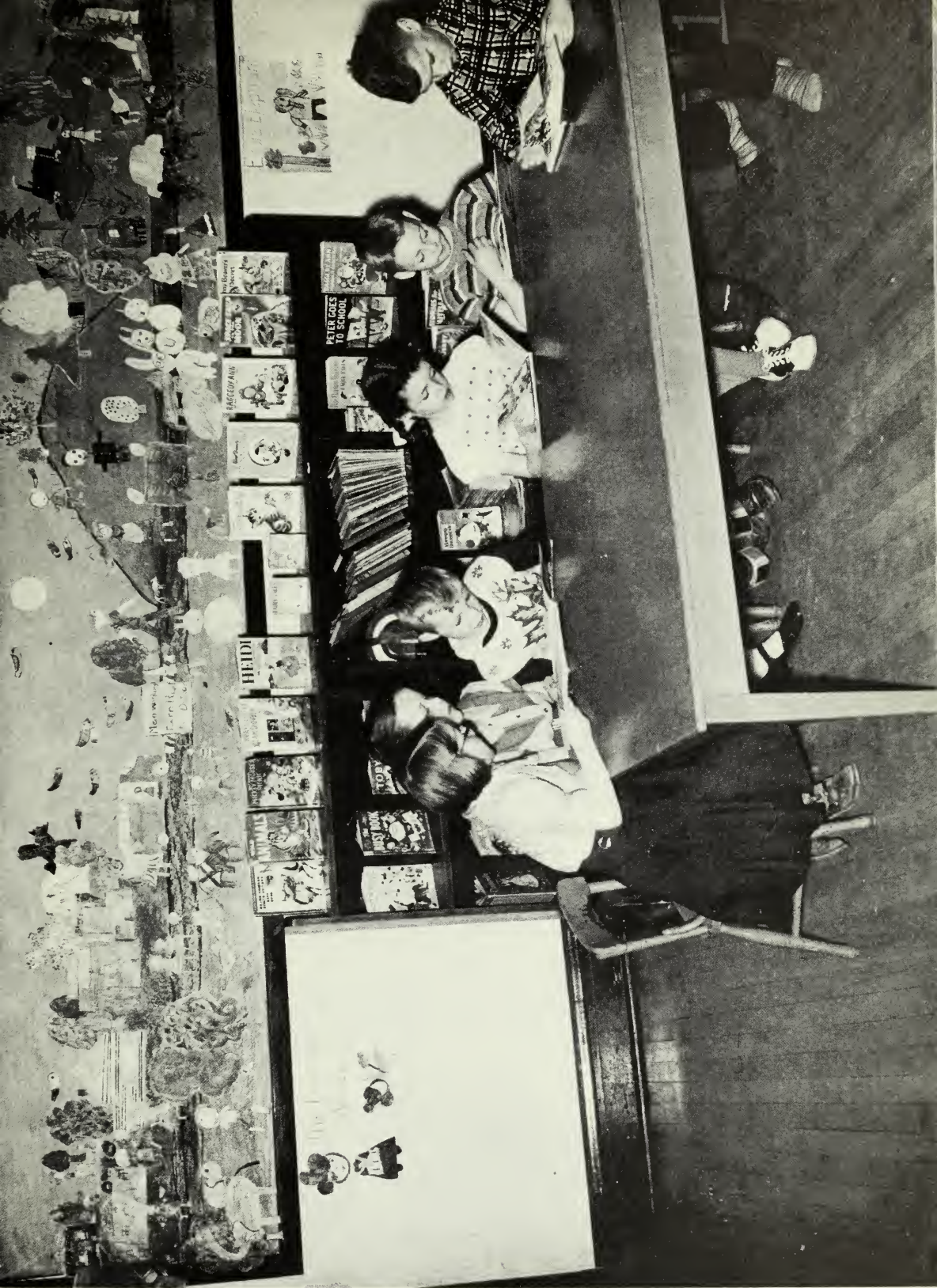
1. The maturity level of the children in the class.
2. The past experience of the pupils in planning.
3. His own past experience in co-operative planning with pupils.

The above three factors have special pertinency in regard to Division I. Obviously, maturity is limited. Moreover, students have little or no experience in group work. Committee work in research is meaningless until the end of Grade II and more likely until the beginning of Grade III. Nevertheless, students can and must be provided with opportunities to work together. This need can be met in mural work, construction work, dramatizing situations, and some forms of chart work.

V. GUIDING THE ACTIVITIES

It should be remembered that activities within the classroom include those which are sedentary in nature as well as those which are more vigorous. Other things being equal, the teacher should plan to maintain a good balance between these two types of activity. The kind and extent of pupil activity will depend upon many factors among which the following are important:

1. Size of the class: In larger classes, especially those which operate within a restricted area, freedom of movement will necessarily be somewhat curtailed. A resourceful teacher can find enough diversified activities to challenge all the individuals in the class.
2. Materials: It is probably a truism to say that the extent and kind of pupil activity will depend to a great degree upon the amount and kind of material available. It is important for the teacher to remember that the children should not be set the task of making "bricks without straw." On the one hand the teacher should not make the job of searching for information too easy; on the other he should not set the children impossible assignments nor let them choose such assignments for themselves. The teacher should make every effort to obtain suitable materials, to improvise where materials are lacking, and to encourage the children to do the same. Once he has made a sincere effort in this direction, however, he must adjust his teaching techniques to the existing situation.
3. Experience of the teacher: Teachers who are not familiar with Enterprise method are advised to liberalize their teaching techniques a little at a time. In this way they will keep confidence in themselves and in the methods they use. Those teachers who are quite confident that they can employ the Enterprise method to good effect should, of course, do so.
4. Experience of the pupils: The teacher should not impose upon the



A reading corner—These pupils have made a picture-record of their reading.

(Alberta Government Photo)



pupils a situation with which they are not prepared to cope. If they have not had much experience in working on committees, searching for information on their own, and working for considerable periods of time with a minimum of supervision, it is unfair to throw them into the deep water of the Enterprise program and expect them to swim. They will have to learn the necessary techniques and the teacher will have to teach them.

KINDS OF ACTIVITY—METHODS OF PUPIL PARTICIPATION.

There are many kinds of activity, interesting to the pupil, which may result in desirable learning. The number of these activities is only limited by the ingenuity of the teacher and the materials available. The partial list given below will indicate the range of activities which may be carried on in the classroom.

Searching for information	} Reading activities
Reading for information	
Reading to share experience	
Organizing materials	} Language activities
Drafting reports	
Reporting to the class	
Making notes	
Listening	
Discussing	Playing games
Computing and Estimating	Performing dances
Illustrating	Dramatizing
Observing	Singing
Experimenting	Constructing and modelling
Drawing charts, etc.	

The activities mentioned above are too numerous to comment on in any detail. However, those that are grouped under Reading Activities and Language Activities deserve special mention.

Reading Activities

Searching for information can be very time-consuming. The teacher must know the books which contain the essential facts and anticipate the difficulties of the students. There is little use in asking students to search for information unless they understand how to use the table of contents and the index of a book. There is no better situation to teach this than in the setting of the Enterprise.

The ability to skim is necessary to save time in searching for information. Practice in reading rapidly, the importance of the topic sentence in indicating the content of a paragraph can be shown clearly while doing research in the Enterprise. Reading for the central thought in main ideas is a very necessary reading skill. Definite instruction in the above types of reading will yield worthwhile results.

It is suggested that the free reading of a student be about six months below the level of the reader they are using in the reading lesson. Although it is not always possible to maintain this ratio in

regard to reference books, we must give careful consideration to the reference books that we use.

The research the student has to do should not send him or her home to get mother and father to look up the material. The books at home are usually too difficult for children and after the parents read the too technical information they feel a justified resentment against school, teacher and the Enterprise system. However, if the student takes home books which are graded to his level, parents can intelligently help their children. Asking pupils to do research when the material is neither available nor suitable is poor public relations and is a waste of pupil and parent time. Furthermore, the assignment should be specific and students should know exactly what information is required—for example, a Grade VI student has been given the following assignment: "A report on the Sun". Many books have been written on the sun, and the scope of a report such as this is unlimited. A Grade VI student should know what information you expect him to present regarding the sun, such as size, distance from the earth, what the sun does for us, etc. *A pupil should always know the specific information required.*

Language activities

The language attainment as shown in the Enterprise is the proof of the adequacy of our language program. There is little use of closely supervising the writing of paragraphs in a language period and then allowing the student to maintain a lower standard in the paragraphs written in the Enterprise. Time must be taken to help students draft and organize a report. The topical outline, which is used to organize the report and can be used to give the report, must be taught carefully. The importance of the organization of information within a paragraph cannot be over-emphasized.

The notes of the student must be checked. The system of gathering in the books at the end of an Enterprise and checking them will make little contribution to the language attainment of the class. It is not always possible to check all the written work done, but we can systematically check four or five of the paragraphs each day. Not only will the students know that some work is being carefully checked, but this method has a further advantage of checking the work with the students. The Enterprise gives ample practice in oral and written language. It is our job to see that satisfactory standards are developed and maintained.

ORGANIZATION OF THE CLASS

Once the main problem or topic has been established and has been broken down into sub-problems or sub-topics the teacher must now help the pupils to organize their work. The kind of organization will depend upon the nature of the class and the abilities and preferences of the teacher. There are three main ways in which work may be carried on in the class; (1) whole-class activities, (2) small group activities (committee work), and (3) individual assignments. Each Enterprise should give opportunities for each type of organization. Whole-class activities might include learning a song, game or dance which is closely associated with the Enterprise theme, discussing some particular area of the Enterprise not covered by small group work



Diversified group activities with each committee at its own worth-while task—A good method of class control.

(Alberta Government Photo)



or individual assignment, listening to the teacher present material, reviewing some important parts of the Enterprise or viewing a motion picture. Small-group activities might include studying a sub-problem in order to present the findings to the class, making a frieze, panel or series of illustrations, preparing a play for presentation to the class. Many of the activities mentioned above may be carried on as individual assignments.

In schools in which there is a scarcity of source materials committees of the research type may also be limited. Where enrolment is small it is desirable to cycle the Enterprises for two grades so that Grades I and II, Grades III and IV and Grades V and VI can be grouped.

Teachers should bear in mind that the success of an Enterprise in which the class is organized entirely into small groups depends upon there being available a generous supply of reference material. Information should be available before we ask the committees to find the answers to problems. This is one of the major responsibilities of the teacher. If there are only one or two reference books for an entire class it is probably better to form only one committee or to arrange for the information to be secured by means of individual assignment.

Diversity of group activity should be carefully considered. This is particularly true where facilities are limited. Some committees can be doing chart work, murals, editing, while some can be doing research. Diversity of activities will give you time to work with the committees and make sure that worthwhile learning takes place.

When the teacher is preparing his plan he might indicate those activities which he considers suitable for various kinds of treatment, such as whole-class, small-group, or individual assignment. In this way he can, to some extent, arrange for the type of organization suitable for his particular class.

SMALL GROUPS OR COMMITTEES

Whether the entire class is organized as small groups or whether only part of the class is so organized, the teacher must see that certain procedures are carried out in order that the work of small groups may be effective.

1. *The membership of the committee or small group.*

There are several ways in which the membership of a small group may be determined. Some of the possibilities are listed below:

- (a) The teacher appoints both the members and the leader (chairman of the committee).
- (b) Membership in the small group is voluntary but the teacher appoints the leader.
- (c) Membership is voluntary and the leader is elected from the membership of the group.

It cannot be said that any one of the above arrangements is better than the others. Certainly (c) is the most democratic of the three, and this form of organization should be that toward which the teacher

should strive. However, if the children are allowed to choose the group in which they would like to work, considerations other than the work to be done may influence them. The teacher, therefore, must retain final judgment on any decisions which the children make. This authority to redirect should seldom be used peremptorily and arbitrarily by the teacher, but situations arise in which the teacher must decide whether or not the inclusion of a certain member of the class in a certain group will be conducive to harmonious relationships within the group.

The best procedure for forming groups has not been determined with any degree of finality. Generally, children who like each other will work together best. This does not, however, solve the problem of the less-readily accepted children who may find that they are seldom invited into a group. Should the teacher allow the children to choose their own leaders and co-workers, and then to bear the consequences of their choice? This course appears to be best provided the teacher has adequate time to supervise the work of the groups, encourage the weaker members, exhort the indifferent ones to greater effort, and coach all members carefully in working together as a team. Certainly the teacher must not expect too much of young children in the lower grades.

Further, the teacher must see to it that all the children in the class gain experience in certain skills. A child who is proficient in one particular skill should not be allowed to practice that skill to the exclusion of practice in other skills which are deemed necessary to his education. For example, the child who has marked artistic ability may, without exception, volunteer to do illustrative work in connection with an Enterprise. He also needs, however, to gain skill in reading for understanding, searching for information and presenting reports. The teacher must ensure that he has both ample practice in basic skills and some opportunity to develop his special talents.

2. *Organizing the Work.*

Once the small groups have been formed they should be given an opportunity to discuss among themselves the organization of their work. The teacher should sit in with each group in turn in order to assist in assigning duties, determining responsibilities and mapping out a schedule. He must see that assignments within the group are fair and equitable, that each assignment is challenging to the particular child who has undertaken it, and that the chairman or leader has set realistic goals for the completion of work.

When the groups have completed their plans some record should be made of the purpose of the committee, its members, work to be done, and the schedule.

The following is an example.

FRENCH EXPLORERS IN CANADA

Report to the class on some of the more important explorers in New France.

Explorations of Cartier: Eric (group leader).

Explorations of Champlain: Joan and Don.

Explorations of Marquette and Jolliet: Wanda.

Explorations of La Salle: Bill.

Explorations of La Verendrye: Graham.
Explorations of Radisson and Grosseilliers: Alma.
Maps showing routes of explorers: Bill and Don.
Target Date: Friday, October 3rd.

Information somewhat similar to that contained in the example above may be written on the blackboard or posted on the bulletin board. It will be noted that there must be sufficient reference material so that all members of the small group can get to work without delay. For the group in the example quoted above six reference sources should be available. This might include six copies of one good reference on exploration in New France, or six different references on the subject. The teacher will seldom find that such ideal conditions obtain. The small group itself and the number of small groups must be tailored to fit the available sources of information.

GUIDANCE IN SEARCHING FOR INFORMATION

In the primary grades the teacher will probably have to give specific directions to the child for discovering the proper sources of information. In these grades also, the task of finding information should be simplified. This is particularly true where information is contained in reference books. The young child has neither the ability nor the persistence to carry on an extended search for information contained in reference books. Therefore the teacher must ensure that the information to be secured is brief and simple and that the process of finding it is direct and uncomplicated. As the child progresses through the grades he should be given not only increasing opportunities to search for information but also be made aware of the following:

1. Likely places where information may be found.
2. Aids in searching for information.
3. Varying reliability of different sources.

(1) Likely places where information may be found

The most convenient source of information is the classroom library. The child should be given many opportunities to explore the library and to become familiar with the titles which it contains. There is little excuse for hiding reference books in a closed cupboard (frequently locked). They should be placed on low, open shelves or on a table where the children can easily reach them. Sometimes all reference material is located in a central school library. If so the teacher should arrange for an orientation visit by the class to the library. During this visit the children should be made aware of the arrangement of the books on the shelves, the procedures for withdrawing and returning books, and for using standard references such as encyclopedias. They should also be informed of rules and regulations governing their conduct while in the library.

The possibilities of the local or regional library should not be overlooked although these libraries do not particularly cater to the needs of the school. Many school divisions maintain a central library from which books are sent on request or on rotation. If possible the teacher should order well in advance of the time when he thinks the books will be needed. If a parcel of books is sent on a rotational

scheme the teacher should try to find out what titles the parcel will contain. He will have to arrange his Enterprise program to fit into the times when the appropriate books will be in the school.

(2) *Aids in searching for information*

As soon as the child has become familiar with alphabetical arrangement of material he can and should be instructed in the use of the index, the encyclopedia, and the library card catalog. Certainly there is no excuse for lack of instruction in the use of the index. (The use of the table of contents in finding general topics may be taught even before the child is familiar with alphabetic sequence.) Particular attention should be given to instruction in the use of the subject index, for this is one of the most useful and convenient tools in searching for information.

The children must be taught to vary their attack in using a subject index. If the particular subject for which they are searching is not listed in the index they should be encouraged to look under other related subject-headings. It should be pointed out that the subject for which they are looking may be listed under a broader topic. Further, the sought-for information may be listed in the index under more than one heading and three or four possible headings should be investigated to determine which one will result in the least subsequent searching for the desired information. For example, a pupil wishes to find out something about government in early England and for that purpose is using the reference book, *The Old World Past and Present*. If he looks in the index under "England" he will find forty-eight page references. Some of these are indicated as map references and others are indicated as picture references. Still, he might have to look through many pages before he comes to the part that deals with early government. Indeed he would not know if the subject were treated at all. He can, however, look under the heading of "Government" where he will see that the first entry after the general references is "Anglo-Saxon". This looks more promising and will save him time in finding the desired information.

The children should also be aware that not all references in the index are of equal value. Usually the reference which includes the greatest number of pages gives the fullest treatment. For example, again using the index to *The Old World Past and Present*, under "Denmark", the pupil will find that several page references are given. Omitting map and picture references they are as follows: 197, 281, 291, 292, 314, 364, 417, 426-431, 440. It is most probable that pages 426-431 carry the most comprehensive treatment of Denmark. An examination of the text reveals that this is so.

Skill and judgment in using the index are not gained in any short period of time. The teacher, however, should know what stage of proficiency the pupils of his class have achieved in searching for information, and work diligently for an extension and improvement in these skills.

(3) *Varying reliability of different sources*

The children's ability to judge the reliability of a single source, or their ability to judge the comparative reliability of two or more sources of information probably cannot be developed to any great extent before they reach Grade V or VI. Even in these grades only a beginning can be made in developing a critical approach to reference

material. As an introduction, however, the children should be encouraged to refer to more than one source for the same information. In particular they should be trained to check statistical data. For example, two reference books used in the Enterprise list figures for the population of various countries. These are *World Geography* by Abrams and Thurson, and *The Old World Past and Present* by Campbell, Webb and Nida. A comparison of the statistics contained in tables in each of these references shows that there are some discrepancies even in such stable things as land areas.

From *World Geography* (now *Neighbors Around the World*) page 254:

	AREA (Square Miles)	POPULATION (To nearest thousand)
United Kingdom.....	94,284	44,174,000
Irish Free State.....	26,592	2,973,000

From *The Old World Past and Present* page 567:

United Kingdom.....	94,308	46,230,870
Irish Free State.....	26,601	2,965,854

World Geography was published in 1941 and *The Old World Past and Present* was published first in 1937 and revised in 1942.

Quite frequently adults are prone to accept without criticism factual information, especially that presented in the form of numbers. It is therefore unlikely that the elementary school child will be any more disposed to examine critically the material presented in reference books. This habit of critical examination can be established, however, with continued practice. If the pupils themselves do not question the reliability of the sources of information, or if other members of the class do not challenge statements made by a pupil, the teacher himself should do so. This practice of criticism should not, of course, descend to a constant challenge of each and every point no matter how insignificant. Obvious errors, however, should be questioned; for example, the statement that the population of Edmonton is one million, six hundred thousand, or the estimate that the distance between Calgary and Edmonton is five hundred miles. The teacher must supervise the pupils carefully in their search for information so that he can evaluate their methods, and guide them away from the path of serious error and inefficiency.

GUIDANCE IN USING INFORMATION

The pupil must be taught how to use the information contained in references, supplied orally by others, or provided by first-hand experiences. Once a pupil has located in a reference the information he desires he must read the printed material carefully to make sure that he understands it. The teacher must impress upon his pupils the fact that they must understand everything the author has to say. This may require two or three careful readings. If the pupil still does not understand either all or part of a passage which he is reading he should obtain help from the teacher or some classmate who might be expected to know and explain it to him. Under ideal conditions the right book can be placed in the hands of the pupil so that he can read easily with understanding. Unfortunately the ideal situation

does not exist in all schools, and if the child is to search for information he must perforce use reference material which he cannot read without some difficulty. He will then need help in reading with understanding.

The pupil also needs to know how to summarize the information which he has found. He must not be allowed to copy material from a reference and read it to the class. This kind of reporting is meaningless, dull and ineffective. Once he has read a passage and has understood it he should summarize it in his own words. When making this summary he should be allowed to refer constantly to the reference to check the accuracy of his summary, but he should learn not to depend upon the reference for the exact wording of his summary. His summary may be written as connected prose in proper sentences or paragraphs, as a series of brief statements, or in point form. The main function of a summary is to aid the memory of the pupil; it is not to take the place of memory. Therefore, the summary in the form of a series of brief statements, or in point form, is probably best. Before the class has proceeded too far in the Enterprise work the teacher should give instruction in summarizing material. The following is an example of a summary from the story of Jacques Cartier contained in *Canadian Heroes of Pioneer Days*. This story occupies about six and one-half pages of text.

Jacques Cartier and his men sailed from France in April, 1534.

They crossed the Atlantic and landed on the coast of Gaspe.

They put up a big cross thirty feet high.

Cartier claimed the land for France.

Next year Cartier and his men came back to Canada.

They sailed up the St. Lawrence river.

They came to an Indian village called Stadacona.

Cartier took one ship and explored farther up the St. Lawrence River.

He wanted to find a wonderful town called Hochelaga.

Hochelaga was just a large Indian village.

The Indians took Cartier up to the top of a big hill.

He called the hill Mount Royal.

He went back to Stadacona to prepare for winter.

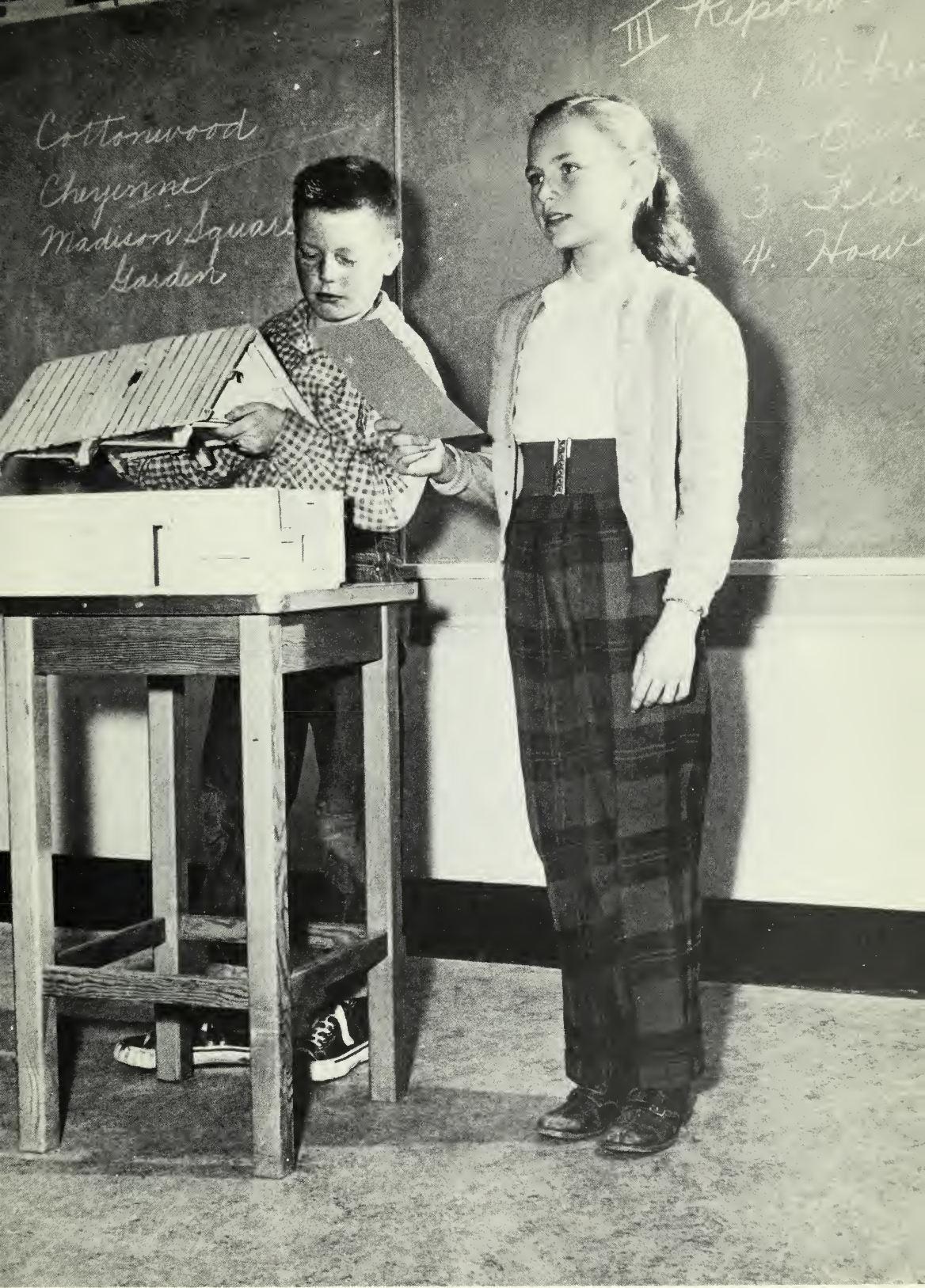
Many of Cartier's men died from scurvy.

They learned that a medicine made from the bark and leaves of the wild spruce tree would cure scurvy.

After that the men got better.

Cartier and his men finally returned to France.

With children in the primary grades it is better to keep summaries short and simple. The above summary would be a good effort for a pupil in Grade VI. For children in Grades I and II most of the work in using information will be the retelling of first-hand experiences. The Enterprise in these grades is meshed closely with the reading program and centers on the home. Many situations about which the children read in their basic readers will bring up in their minds similar or different situations which they encounter in their own homes. The family described in the reader may have a dog as a pet. Many boys and girls in the class may have pets at home. They



Committee reporting and demonstration. —Note the blackboard outline.

(Alberta Government Photo)

should be encouraged to talk about these pets, what fun they have with them, what tricks they can do, and how they care for them. The teacher should encourage the children to speak clearly so that all the class can hear, and to speak in complete, simple sentences.

The children may go on a field trip, watch a motion picture, listen to a talk or a recording, or observe an experiment. In each instance the children must be well prepared so that their attention may be focussed upon certain features. The teacher will discuss with the class the proposed trip, talk, recording or experiment and point out various things the pupils are to particularly observe or listen for. With Grades IV, V, and VI the teacher may place on the blackboard or have reproduced on paper a number of questions which will draw the pupils' attention to the salient features. A list of questions is a valuable device because it can be used as a basis for discussion or review after the children have had the particular experience planned for. Sometimes the teacher can draw the pupils' attention to certain features as the children actually are experiencing the situation and if this can be done without distracting the children's attention too much it can be most effective. But often it is better not to interrupt the flow of events being observed.

REPORTING TO THE CLASS

In the Enterprise much stress has been placed upon reporting to the class. There is no doubt that effective oral reporting is a very desirable skill, and that all children should have frequent practice in it. Time devoted by the teacher to instruction in the art of giving oral reports is time well spent. With the primary grades the teacher should feel satisfied if he can succeed in having the children give a short account of one, two, or three sentences in a clear voice. Even in these grades, however, children will vary in their ability to speak before the class. The shy child must be encouraged and the garrulous child restrained.

In Grades IV, V and VI the teacher may expect the children to be able to give a longer report requiring some care in its preparation. Teachers in these grades will avoid much grief if they will see to it that the topic on which the pupils have to report is sufficiently specific and limited in scope so that the pupils can handle it easily. Many pupils give poor reports because they are asked to investigate topics which are far too broad. A Grade V pupil who is asked to give a report on "The Animals of Alberta" is confronted with a hopeless task. Merely listing the names of the animals of Alberta would require research far beyond the powers of at least the average pupil in Grade V. There may be children in Grades IV, V and VI who are shy in front of the class, or who have limited ability. For these children assignments for reports should be very simple. Often it is quite a triumph for the teacher if he can succeed in having these children report on one or two specific facts. On the other hand, children with more than average ability should be required to give reports which require much more careful research and preparation.

Reports of all pupils should improve if the teacher will give instruction and guidance in searching for information, summarizing information, preparing an outline, and speaking in an interesting manner. This last indicates that the teacher should devote some in-

struction time to voice production. Children do not naturally speak well in front of a group. Indeed, many adults find that the giving of a short oral report to a small group is a major undertaking and the cause of anguish and feelings of inadequacy. The teacher can give the pupils many valuable suggestions on the ways in which they can learn to speak clearly, easily, fluently and pleasantly. (Effective speech will be dealt with more thoroughly in the section on the language arts.)

Some teachers in Alberta have found that either "type" reports or "pattern" reports are of considerable help. First, they help the students to know exactly the information for which they are seeking. Secondly, they can be of considerable help to the student in preparing a topical outline from which he or she can give an oral report.

If a committee were asked to report on any man, there would be certain questions which should be answered, such as:

- (a) Country in which work was done.
- (b) What he is noted for.
- (c) How what he has done has helped us.
- (d) An interesting incident to show the type of man he was.

The above are only a few suggestions that might be incorporated into a report on a person. There are many others which might be required. Type reports could be developed for products and events. The research of the students would be directed. It should help eliminate verbatim reports and on the other hand it would help make sure that a pertinent core of knowledge was left with the students.

Class discussion should follow the giving of the report. Pupils should be allowed to question the reporter who should be prepared to explain more fully some particular part of his report which has not been thoroughly understood. The teacher himself should not hesitate to ask questions which will aid in reviewing the material presented and in bringing to light certain important facts which have not been mentioned. In Grades V and VI the pupils may be required to take notes, or the reporter may be required to supply a written account to be incorporated into a class booklet. Some teachers prefer to make a careful review of the *significant* features of the report with the pupils. The questions which the report has answered could be written on the board, also other significant questions which can be answered by further class-teacher *discussion*. The questions and answers form a basis for *worthwhile notes*. Other teachers prefer to have the students give the report from a topical outline which has been written on the board. The students in the class use the topical outline as a basis to write a paragraph in their notes. In any event the presenting of the report should not be the final step in the process of obtaining information for the benefit and enlightenment of the class.

CONSTRUCTION AND ILLUSTRATIVE WORK

There is a difference between construction and art work carried on in the Enterprise and that carried on in periods devoted primarily to art. In the Enterprise the emphasis is upon illustration and illumination while in art work the emphasis is primarily upon expression. This is not to say that art and construction work in the Enterprise do



Construction and illustration bring the world to life.

(Alberta Government Photo)



not allow for expression, but their main purpose must be to increase the knowledge and understandings of the pupil. For example, when a pupil undertakes to make a model of an oil derrick as part of an Enterprise in "Oil", his product should show the result of research and planning. The teacher must judge whether or not the finished product represents a significant accomplishment for the particular pupil. The pupil must be encouraged to increase his skills and abilities, and this is possible only by setting goals high enough to challenge him but not so high as to discourage him. This judging of what may be reasonably expected of each child in the class is no easy task, and to do it with any amount of accuracy the teacher must be well aware of the potentialities and limitations of his pupils. One must realize that the actual quality of the construction work is not always the criterion to judge the amount of learning that has taken place, and that concomitant learnings can and should be great. The detailed knowledge necessary, say, to construct a pioneer's home does not always show in the workmanship of the finished product. However, when we are doing this type of work it is necessary to set reasonable standards of accomplishment.

Construction and illustrative work have never been considered as an end in themselves, but rather as a means of learning. The work done should be a natural outgrowth of the problem being studied, and should never be brought in as "busy" work. The setting of the stage for learning, using this medium, should take up only a limited amount of classroom time. It is important to set a time limit on such activities as construction activities are only one of the many that students participate in while learning. (See page 21.) Placing construction work in a proper perspective as one of many good learning activities does not imply a further curtailment of the activity. Construction activities have several values:

- (1) Motivation for learning is very important. The setting of the stage, the need to discover many facts before doing this type of work arouses an interest which carries over into many other learning situations. It is sometimes difficult to visualize the actual problem of certain people that we are studying as the problem arose in circumstances which are far different from the ones in which we live. This approach brings the students closer to reality and thus makes the problem clear.
- (2) Construction activities provide an avenue for wholesome pupil activity. One of the major problems in our society is that in this age of specialization and urbanization we lack the opportunity to participate in activities which develop individual skills. The tremendous growth of the cinema, of professional sport, and of television establishes the average person more firmly in the role of passive observer. The student activities in the field of Enterprise can help in part to meet this problem.
- (3) Our teaching has had a great deal of verbalism in it, i.e., we have used word symbols without building a meaning field around the word. Either the actual object or a mural depicting it helps to make the word symbols meaningful.
- (4) Construction work requires careful planning on the part of the students.

- (5) Construction activities provide an opportunity for children to work together. This can be a potent socializing force particularly in Division I.
- (6) Construction activities help provide for diversified activity which is needed to keep all students gainfully occupied.

The amount of construction work done will decrease as one moves from Grade I to Grade VI. At the Grade VI level activities of this type will generally be limited to maps, graphs, and pictorial work which will illustrate the point which the student wishes explained.

Visual aids, particularly the film and the filmstrip, make it possible to set the stage and to make word symbols meaningful. These media now make possible learnings which could only be accomplished before by construction and illustrative work. Thus with the increased use of the film and filmstrip it would seem natural that there be a corresponding decrease in time spent on construction work, as the films are more suitable for Division II than Division I.

Organizing for Construction Work

If possible there should be a special classroom area set aside for construction and illustrative work. This area should contain at least a large work table, a storage cupboard for materials, and a section of wall upon which friezes and panels may be mounted. With such a set-up it is possible for some pupils to work on their projects without disturbing the rest of the class. Models and art work may also be left undisturbed until the pupils have an opportunity to work on them. Where such an arrangement is not possible the teacher must improvise, and ample time must be allowed for taking out and putting away materials and equipment, and for cleaning up.

Many projects falter because neither the teacher nor the pupils have formulated a plan of attack. A thorough discussion on materials, methods and procedures should take place before the pupils are turned loose on a project. Some projects suggested by the pupils may be impractical and the teacher must steer them toward something more manageable. Materials must be carefully considered. The teacher should accept with reservation the offer of pupils to bring materials from home. The pupil may think that the curtains from the living room would make excellent curtains for a projected classroom stage. His mother, however, may have a different idea. Pupils in the upper grades should be encouraged to draw up a plan of the project. This may be only a rough sketch or it may be a more exact plan drawn to scale.

Often a project in construction or art may be carried out according to a ready-made plan. This type of project is quite in order, especially for Grades I and II. While it does little to stimulate the imagination of the pupil to create something unique and individual, it does give him needed practice in following directions and in manipulating materials. Even when the child is expected to turn out something "original" he must still have a background of experience if his production is not to be grotesque. Some teachers are so intent upon developing the creative ability of the child that they deny the child the privilege of obtaining ideas from other sources.

When a pupil wishes to draw a picture illustrating the discovery of America by Columbus, he should be allowed to study a picture of

the event. On the other hand he should not be allowed merely to copy an illustration. His drawing should be the result of his idea of the event gained from reading about it, studying pictures of it, and using any other means at his disposal to increase his knowledge, understanding and appreciation of it. The teacher should respect the child's interpretation of the event, and not impose his ideas on the child. He may question, and suggest, but he should not prescribe.

SPECIAL PROBLEMS

1. *Class Control*

Small groups as well as individuals work at different speeds. If there are four or five small groups at work on various aspects of a topic, one group may have completed its work, while another group has still some work to do, and yet another group may be midway through its project. It is a real and pressing problem to the teacher to know what to do when small groups or individual pupils are not ready to report their findings all at approximately the same time.

The teacher can control the situation in many ways. For the upper elementary grades particularly he will make sure that the small group or committee has an assignment which guarantees that planning, research and study will proceed for some time. He will keep close check on the work of each small group to see that the chosen problem is not treated too superficially. Topics should be such that they cannot be investigated exhaustively in the time at the pupils' disposal. Ample warning should be given as to the time when the group will be called upon to give its report to the class.

In spite of all these precautions one group may finish its work before the others. When this happens, the teacher may redirect the members of the group which has finished to other groups where they can be of help. Or they may remain as a group and tackle another problem.

The teacher will probably, at some time or another, have to deal with the solitary child. The child may be solitary for many reasons. He may be shy and need encouragement to work with others. While he should be encouraged he should not be badgered into joining a group activity. If he is going to be utterly miserable working in a group, it is probably best to allow him to do his work as an individual. Perhaps, after some time, he will see for himself that it is much more fun to work with others part of the time and may decide to come into a group. The opportunity for him to enter a group should always be present, but he should not be an unwilling draftee.

The child may be solitary through a mistaken idea of independence. He too should be encouraged to work with a group, but it must be proved to him in some way that the product of a group is sometimes superior to that of an individual working alone. Again, every opportunity and encouragement must be given him to enter a group, but if he is forced into co-operating with others, he may become an intolerable nuisance to the rest of the group. Let him keep his independence if he is willing to pay the price for it.

2. *Duration of Enterprise*

Another question which the teacher must answer is, "How long should an Enterprise last?" There is, naturally, no categorical answer

to this question. Some may argue that an Enterprise should continue as long as pupil-interest in it remains at a high level. However, there are many topics worthy of study, and if one Enterprise continues too long, it may preclude the possibility of studying other areas with which the pupil should be acquainted. If any arbitrary limit is to be set upon the length of the Enterprise, an average would be the best measurement. Bulletin 2 suggests that the minimum number of Enterprises for one school year be four. Assuming that the school year contains forty weeks, we see that there would be ten weeks for each Enterprise. For any one Enterprise, however, the time may be extended beyond ten weeks, but the teacher should realize that, to the extent that one Enterprise is lengthened beyond ten weeks, at least one of the others must be shortened. On the other hand, eight Enterprises in one year would allow each Enterprise an average length of five weeks. This gives barely time to plan and launch into a properly conceived Enterprise. Therefore it seems reasonable that the teacher should count on Enterprises running roughly from five to eight weeks each; this would mean that six Enterprises per year would be a good average. As the Enterprise involves the fields of health and science as well as the social studies, it is suggested that 60 to 80 minutes would be a reasonable amount of time to devote to enterprise work daily. Infrequently the Enterprise may be shorter or longer than these suggested limits. Primary projects are more numerous and of shorter duration. In any event the teacher should make arrangements to bring the Enterprise to its culmination before the interest of the pupils slackens to any marked degree.

3. *Resource and Reference Material*

The necessity of having good reference and resource material has been stressed. The number of books the school board can buy is often limited and thus library facilities differ greatly in different schools in Alberta. Although the library situation continues to improve there is no reason to assume that library books alone will give a teacher enough resource material to conduct an Enterprise in the way he or she wishes. The following are some suggestions which have been used by teachers to supplement and improve school libraries.

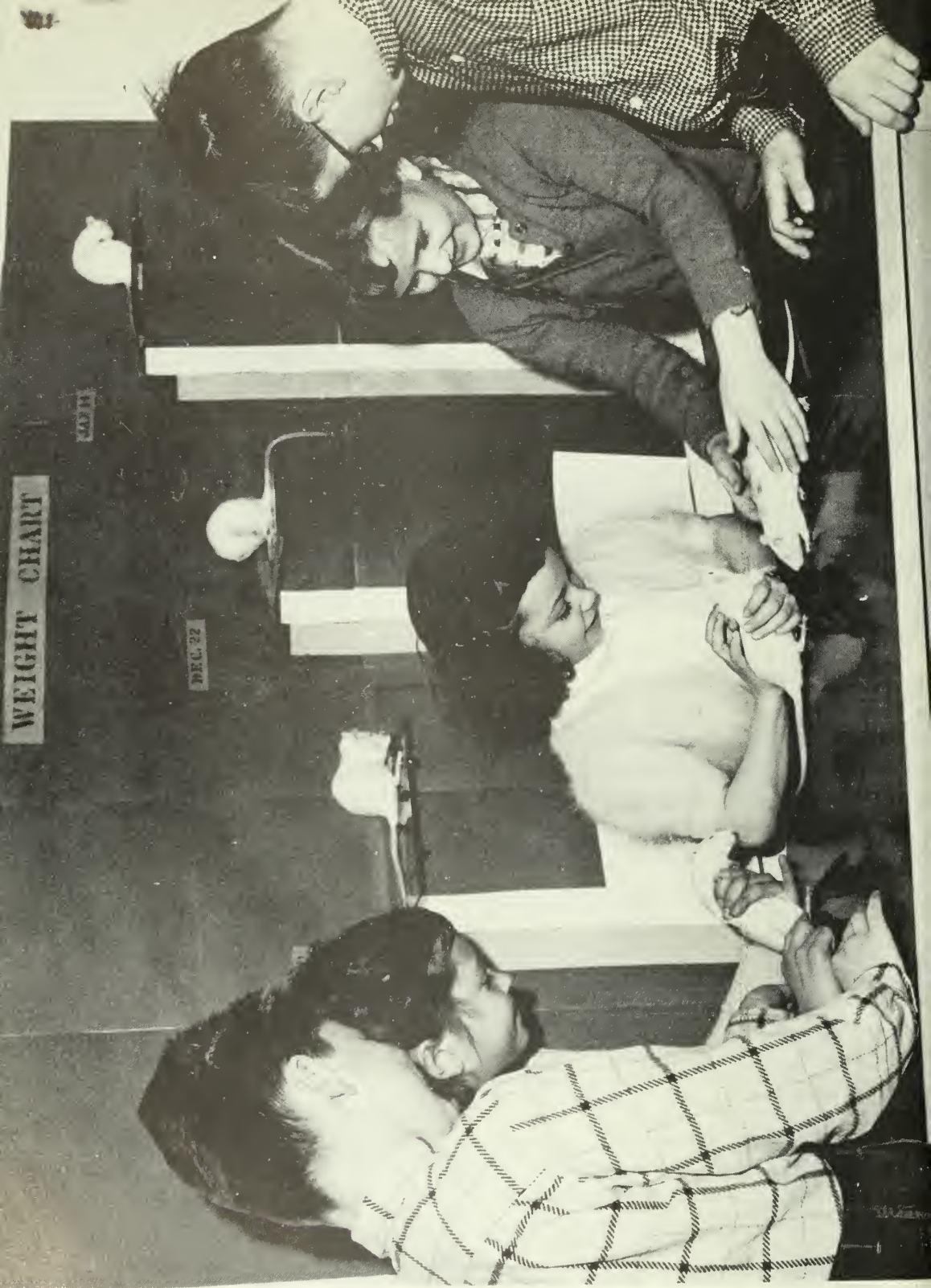
- (1) From the standpoint of organizing committee work in the class, it is sometimes worthwhile to buy three or four copies of one book rather than one copy each of three or four different titles.
- (2) Some school systems develop Enterprise files or folders. Students are taking an Enterprise entitled "The Glory of Greece", which is studied in Grade VI, and is chosen from Section A of the Grade VI outline entitled "How People Live and Work Through the Ages". The teacher and students might gather pictures and articles pertaining to this Enterprise and when the Enterprise is completed these pictures, illustrations and articles might be put in a permanent file in the school. In a few years each school would have a good source of information gathered under the different section headings in Enterprise.
- (3) The Edmonton and Calgary teachers have set up committees to prepare resource units which will be available to all



Science—Finding out for themselves.

(Alberta Government Photos)





Charting the difference—These children in Grade IV are comparing the rates of growth of white rats. Some of the rats have been fed a basic diet plus pop and candy; others, a basic diet plus vitamin concentrate.

(Alberta Government Photo)

members of the staff. There is a possibility that many of these resource units might be available to other teachers in Alberta in the near future. An example of such a resource unit is contained on pages 9-16. There is no reason why other committees of teachers cannot compile similar resource units.

- (4) The Department of Education has published a booklet *Classroom Aids for Teachers*, which suggests companies to which one can write for free materials.

4. *Science and Health Correlations*

Some teachers have experienced difficulty in correlating a sufficient number of the suggested science and health learnings into the Enterprise. Bulletin 2 suggests the following reasons for this difficulty.

- (1) A danger exists that certain basic concepts in some of the various integrated fields may be overlooked or omitted in the effort to satisfy the interests expressed by the class. Not infrequently the child completes the elementary school with an inadequate impression of the scope and importance of Health, Nature Study, Elementary Science or Civics in modern living. Such inadequacies are due in no small part to these "blind spots", overlooked or neglected in the absence of a formalized course-of-studies statement in these areas.
- (2) Many sections of material are added to Enterprises simply because the teacher feels that the child should have at least a passing acquaintance with the ideas involved. Much irrelevant material consequently shows up in rather unexpected spots of the unit of work. In the hands of inexperienced teachers, this "pin-the-tail-on-the-donkey" technique is often utilized to handle all Science and Health teaching. The only alternative appears to be the introduction of enterprises that are essentially Science or Health units.
- (3) Sections of work and centers of interest often arise during the year that do not fit smoothly into an integrated program. Some may be practices that should normally extend over a full school year, some may require close seasonal placements, some arise from unexpected environmental incidents, interrupting or intruding into desirable enterprises already under way. While the skilful teacher will always be ready to modify her program in view of such circumstances, a complete integration may be impossible.

In order to give the teacher greater flexibility in attacking these problems it is suggested that the Program of Studies encourage what are termed parallel activities. These parallel activities can be defined as classroom projects designed to complement the Enterprise outline by handling any concept from the integrated subject fields, that may be considered worthwhile and desirable, yet not intimately related to the chosen unit of work. The purpose is to provide opportunity for the introduction of special interest, enrichment exercises, long-term student organizations, seasonal activities and similarly valuable

educative experiences without dictating the nature of the general overall Enterprise pattern, or interfering too markedly with it.

There is no need, and little use, to force correlations. If there are areas in either Health or Science that are not adequately covered, they may be studied as parallel activities.

After two or three enterprises are covered, it is a wise precaution to check the science learnings covered with the science outline on pages 101-103 of Bulletin 2 and to check the health learnings with the health course on pages 91-98. You might find some areas in which the knowledge of the students is insufficient. If such is the case a parallel activity could be started which would cover the desired field of knowledge.

The health and science learnings which are suggested in Bulletin 2 are considered essential. It is our responsibility to see that these learnings have been covered adequately.

VI. PROVIDING FOR THE CULMINATION

The culmination should be an integral part of the Enterprise, and not something "tacked on". It should always be considered when overall plans for the Enterprise are being discussed. The culmination not only provides a review of the important facts and understandings of the Enterprise but it establishes a general goal toward which all activity in the Enterprise is directed. If the culmination is to be shared with others arrangements must be made to invite them. If the audience is to be another class a single letter addressed to the classroom teacher may be sufficient. If parents or other outsiders are to attend, separate letters or notices will probably have to be made. This in itself can provide excellent motivation for correct form in letters, and for the improvement of handwriting or printing.

The teacher should not let the fact that the children are to perform in front of an audience influence him to spend an inordinate amount of time in rehearsal for the event. The performance should be kept as informal as possible. It is far better to allow the pupils to explain their projects to small groups of people than to have them woodenly repeat memorized material in front of a large audience. Plays, tableaux, and other set pieces should not be too elaborate. The purpose of the culmination is not to impress the audience with lavish stage-settings, props and costumes, nor is it to entertain. Its main function is a review, a drawing together of the important achievements of the Enterprise. The audience is incidental. Therefore the teacher must see to it that the culmination does not take place in the atmosphere of the Christmas concert.

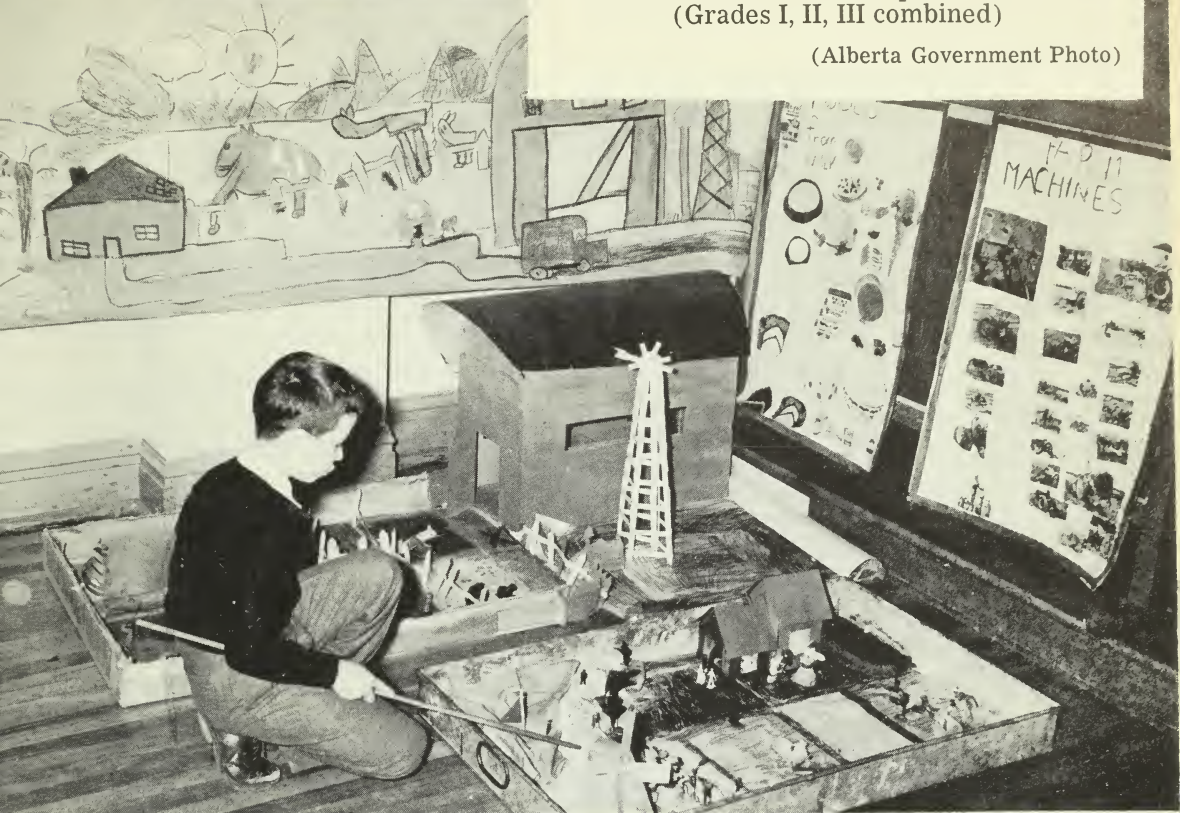
VII. ESTIMATING PROGRESS MADE

This is the third and final step in the three-step process of teaching. First, the teacher decides what the children should learn (objectives), then he guides the children through activities which he believes will result in learning, and finally he makes a careful check to discover how well the children have learned what he intended they

Will see a horse and
 will see a sheep and lamb.
 Spring Comes To the Farm

The culmination—An Enterprise on the farm.
 (Grades I, II, III combined)

(Alberta Government Photo)



THE FIREMEN AT WORK



The culmination — An Enterprise on the
 fireman. (Grade II)

(Alberta Government Photo)

should learn. Actually it is not wise to wait until the Enterprise is drawing to a close before making an attempt to measure progress. As the Enterprise proceeds the teacher should, periodically, try to estimate the progress the children have made. There are two general ways in which he can do this. He can give tests which will yield some kind of score, and he can observe the children's actual behavior or the products of their activity. Both kinds of estimating are necessary if the teacher is to obtain a true picture of the pupils' progress.

A. TESTS

Tests are useful in measuring achievement in skills and the recognition and recall of facts. These may be formal or informal. Formal tests may be considered as those which are written by the pupil and from which some kind of score is obtained. There are two main types of formal test, the short-answer test and the essay test.

1. *The Short-answer Test*

As indicated by the name the short-answer test requires a minimum of writing by the pupil, seldom more than one or two sentences. This type of test is time-consuming to construct, takes up space, and usually must be reproduced so that each child has a copy. Short-answer tests can be written on the blackboard, but this is often not too satisfactory. However, the short-answer test is easy to give and to score. Short-answer tests which the teacher can readily construct are limited in their usefulness. They tend to stress isolated bits of information while Enterprise teaching stresses organized and related information. Short-answer tests, to be effective, must be carefully constructed. There should be a variety of types of item and each item must be checked for possible ambiguity. A short discussion of some of the more common types of item follows:

(a) Completion Items

These comprise statements parts of which are omitted, or questions which may be answered by a word, phrase or short sentence. They test the pupil's ability to recall information.
Example:

Columbus made his first voyage to America in the year

What is the name of the capital of Canada?

Care must be taken to avoid ambiguity in completion items. There must be only one possible answer. If the first example above had read "Columbus made his first voyage to America in", the pupil could answer by writing "a ship" and the answer would be correct.

(b) True-false Items

This is the least effective type of item. It does not primarily test the ability to recall but rather the ability to recognize the truth

of a statement. Statements used in true-false items should be statements of fact and not in the least controversial. Long, involved statements should be avoided.

Example:

- T. F. Calgary is the capital of Alberta.
- T. F. The South Saskatchewan and North Saskatchewan Rivers flow together about 30 miles east of Prince Albert.

(c) **Best-answer Items**

Best answer items primarily test recognition. Unfortunately there is no way to prevent the pupil from guessing the correct or best answer, but much can be done to reduce the chances that the pupil will do so if he does not recognize the correct answer from previous learning. Generally, the more alternative answers there are the less likely the chances that the pupil will be able to guess the correct answer. Four or five possible answers should be provided. The wrong answers should be plausible, and the pupil should not be able to eliminate them because of inconsistencies in grammar.

Example:

- The name of the man who discovered insulin is (1) Koch
(2) Banting (3) De Kruif (4) Osler (5) Pasteur

(d) **Matching Items**

Matching items can be used effectively if they are constructed with care. It is better to have more parts or sub-items in one column than the other so that the pupil cannot arrive at the correct answer by a process of elimination. Another way to prevent this is to make one of the sub-items in the left-hand column serve as the correct answer for more than one sub-item in the right hand column.

Example:

MEXICAN NAME	EXPLANATION
1. sombrero	1. a small corn cake.....
2. hacienda	2. a young lady
3. serape	3. a wide-brimmed hat
4. tortilla	4. a small, short sword
5. senorita	5. a large country house
	6. a brightly colored shawl

There are variations of the types of item listed above, and there are other types of item not mentioned but useful in constructing short-answer tests. Limits of space, however, prevent further discussion of short-answer items. The teacher who desires fuller information may obtain it from *Educational Measurement and Evaluation* by Remmers and Gage.

2. *The essay test*

The essay test is relatively easy to prepare but difficult to score. It has the advantage of requiring the pupil to organize the informa-

tion asked for. The teacher must realize that the essay test measures more than one ability. First it demonstrates the ability to recall information, second it is a measure of the pupil's ability to organize the information and third it is a test of the pupil's ability to write clear, concise and correct English. Perhaps the child should not be called upon to write a short essay or even a paragraph as a formal test. At least he should be given time to organize his information and to scrutinize his composition carefully for any inadequacies in language, and errors in spelling and punctuation. Unless the essay test is being used primarily as a test for the recall of information the pupil should be allowed to consult sources of information. If the essay is being used as a test of recall the teacher must give serious thought to the question of the weight to be given to English usage, composition and spelling in arriving at a fair score. Perhaps the essay test should be used only as a means of measuring the ability to organize material and to write good English composition.

Besides the formal tests there are many informal tests which the teacher may give. The teacher may wish to discover if every member of the class knows how to use the index in locating information. To do this he chooses items of information from available source books and asks the pupils to find these items by using the index. This informal test will reveal those pupils who are having difficulty and need further guidance in learning to use an index in order to locate information.

B. TEACHER OBSERVATION

As important as, if not more important than testing are the estimates made by the teacher from his observation of the pupils and his examination of the products of their work. Indeed much of what we wish the child to learn cannot be measured by tests and expressed as a quantity. How can the teacher determine whether or not a pupil has gained in his desire and ability to co-operate with his co-workers? Only by observing the behavior of the child in situations which demand that the child co-operate. It is a questionable practice to ask the pupil whether he felt that he learned to co-operate better during the course of an Enterprise. People are disposed to give the answer that is expected of them and children are people.

The teacher can and should examine carefully the products of the children's work. These include such things as written reports, art work, models, collections, charts, and diagrams. It is not necessary that a "mark" be given for every such product, but the pupil should be made aware of points of excellence and ineptitude in his work. The standard will vary with the pupil and will take into consideration the amount of sincere effort put forth by the pupil.

Any dramatic or remarkable changes in behavior should be recorded in some way. The cumulative record form provides space for recording such data. If a fuller account is thought desirable it may be written on a separate sheet of paper and filed with the pupil's permanent record. This account need not be too detailed nor elaborate, but any information which will indicate the kind of behavior

which might be expected of the child will be welcomed by others who will be responsible for the child's welfare.

Many teachers claim that they do not have time for extensive record-keeping. It would be no more reasonable to say that a teacher has no time for arithmetic, or language. The more complete and accurate the information concerning the child's behavior, the easier it will be for the next teacher to become acquainted with the child's abilities, talents, levels of achievement and peculiar behavior traits. The teacher should realize that evaluation is an integral and important part of the teaching program.

Nevertheless, there is a practical limit to the amount of record-keeping the teacher may be expected to do. The completeness of individual records will probably vary inversely with the number of pupils under the teacher's supervision. Every teacher might be expected, however, to maintain the following kinds of record: scores of tests in skills and information; intelligence measured by a standardized test with the score given as a mental age; short accounts of remarkable deviations from the usual in such things as special talents and abilities, and persistent behavior. Accounts of unusual and persistent behavior such as lying, cheating, stealing, moodiness, hostility, over-aggressiveness, submissiveness, and apathy should include, if possible, suspected reasons for the type of behavior exhibited by the pupil. The word "persistent" is important; the teacher must not jump to unwarranted conclusions on the evidence of one isolated instance. Even the most co-operative of pupils occasionally becomes argumentative. Also, a child may be a very co-operative member of the baseball team but an unco-operative member of a classroom committee. Observation over a considerable period of time is required to establish definite trends in unusual behavior. The booklet *A Handbook for the Cumulative Record* is worth examination; it provides many suggestions for improving evaluation procedures. The booklet is available from the Guidance Branch of the Department of Education.

C. PUPIL PARTICIPATION IN ESTIMATING PROGRESS

Particularly in Grades IV, V, and VI the pupils should be able to take part in appraising their progress. This appraisal may consist of a period at the close of the Enterprise in which the pupils discuss those things in the Enterprise which they consider they did well, and those which they consider they did not do well. The pupils also should be encouraged to appraise the products of their own work. The class may be called upon to comment critically upon a frieze, illustration or model produced by an individual or a committee. The teacher must make certain that the criticism is not too harsh. The pupils should be led to make their criticisms in the following sequence.

1. Features of excellence
(What do you think Bill did particularly well?)
2. Inadequacies
(What do you think Bill might have done better?)
3. Suggestions for improvement
(How do you think Bill can improve his model?)

The class should also be called upon to comment on reports. Not only should the report itself be evaluated but also the manner in which it is given. It is important that the pupils be given standards by which they can evaluate. It is not sufficient that a pupil express the opinion that a report is "good"; he should be required to tell why he thinks the report is good. The teacher's part is to make the pupils aware of the features of a good report. He will, of course, have given instruction in the making and giving of reports, but he should also draw the pupils' attention to those things they should look for in a report. A series of questions, written on the blackboard, will help. Questions such as the following may be included.

A. The report

1. Do you think there was enough information in the report?
2. Was the report well-organized?
 - (a) Was it quite clear what the reporter was going to talk about?
 - (b) Was there too much unimportant or uninteresting information in the report?
 - (c) Was there a summary of important points at the end of the report?
3. What did the reporter do to prove the accuracy of the information in his report.

B. The reporter

1. Could you hear every word distinctly?
2. Did the reporter sound interested in his subject?
3. Did the reporter seem at ease while speaking?
4. Did the reporter use correct English?

Children will often recognize the inadequacies and not the good features in the work of their classmates. The teacher must act as a wise judge, helping to soften criticism which is too harsh by making favorable comment. Even in the worst piece of work there is usually something worthy of commendation. On the other hand, the teacher himself should not condone work which is far below the expected level, nor should he encourage the pupils to do so. But generally the spirit of charity should prevail in the classroom.

ADDITIONAL SUGGESTIONS FOR CONDUCTING ENTERPRISE ACTIVITIES

GUIDING THE DAY BY DAY ACTIVITIES

Much time and effort will be saved if the first few minutes of each Enterprise period are devoted to progress reports and plans for the period. In this initial part of the period group leaders, committee chairmen or individuals report to the class the stage of the project on which the group or the individual is working. Having done this briefly they outline what they hope to accomplish during the period.

This part of the report will include the materials which will be needed, and any unusual arrangement which must be made to carry on the work. This initial planning is of great value to both the pupils and the teacher. The teacher is thus forewarned of any difficulties which might arise in the course of the work. The pupils are encouraged to plan ahead so that they will make the best use of their time.

At the end of the period a few minutes might well be devoted to a summary of what was accomplished during the period. The pupils should be encouraged to consider critically what they have done and how they could have organized their activities more efficiently. This continual evaluation of their own efforts should lead to an improvement in the pupils' work habits.

While committees or individuals are busy on their self-appointed tasks, the teacher needs to be moving from one group to another to offer advice, give suggestions, and efficiently but unobtrusively guide the children's activities. The teacher, during this time, can also question individual pupils on their progress, and make suggestions for the improvement of their work habits where necessary. A word of praise may be given for good work well done, and a word of encouragement offered to a pupil who is finding difficulty in solving his problem.

THE PROBLEM OF RESEARCH AND REPORTING

From Calgary teachers comes a promising plan for improving the techniques of research and reporting by committees. The classroom teacher has a committee of pupils perform in front of the class. The committee goes through every step in solving their problem; they organize their work, discuss materials and references required, bring reference materials, discuss and write their reports and give them to the class. The class observes the demonstration and makes notes.

The Language series authorized for Alberta schools contains many sections which will help the pupils improve their ability to prepare and give oral reports. The following are particularly appropriate:

Book 3, *Making Words Work*; Unit Three, pages 45-66.
Workbook, *Writing Correctly*, pages 15-25.

Book 4, *Gaining Skill With Words*; Unit Two, pages 27-51.
Workbook, *Writing for Skill*, pages 15-23.

Book 5, *Sharing Experiences*; Unit Three, pages 57-80.
Workbook, *Writing from Experience*, pages 32-40.

Book 6, *Communicating Ideas*: Unit Seven, pages 162-184.
Workbook, *Writing Clearly*, pages 90-103.

The above pages from the *Language for Meaning Series* contain valuable information not only on writing and giving reports but also on the use of references and particularly the use of the table of contents and the index in locating information.

WRITING FOR INFORMATION

It seems to be an increasingly common practice for school children to write letters to commercial firms, government departments and other organizations, asking for information and materials. This can

be highly educative provided two main points are observed. First, the children should learn to write a properly drawn up business letter. The writing should be neat and legible and the English should be correct. Second, when one copy of a pamphlet, map, picture or chart will serve the purpose more should not be ordered or requested. "Pirating" useful magazines, pamphlets, and other printed matter in order to secure one or two pictures for individual scrap books is very wasteful. Indeed, the teacher should make sure that the needed information is not obtainable closer to home before allowing pupils to write away in search of it. The drawing up and writing of a letter may best be carried out as a class project, with the teacher guiding the activity and writing the letter, dictated by the pupils, on the blackboard. One of the best writers in the class may be appointed as secretary to copy out the letter and address the envelope. If the teacher countersigns the letter (identifying himself) the request might receive more prompt attention from those who receive the letter. Only one letter should be sent to the company concerned.

The *Language for Meaning Series* offers help in developing skill in the writing of business letters. The following sections are particularly useful:

Book 4, *Gaining Skill With Words*; Unit Eight, page 164.

Workbook, *Writing for Skill*, pages 106-111.

Book 5, *Sharing Experiences*; Unit Two, pages 28-46 and Unit Seven, pages 145-157.

Workbook, *Writing from Experience*, pages 13-22 and pages 91-102.

Book 6, *Communicating Ideas*; Unit Three, pages 59-68.

Workbook, *Writing Clearly*, pages 31-36.

SAMPLE ENTERPRISE PLANS

The following plans were produced by Calgary teachers. Each of these unit outlines is prefaced by the following remarks:

"It should be noted that in this project we are considering the needs of a particular class and the aims and objectives are directed towards meeting those needs. It is not to be presumed that this project in its entirety could be used in any or every class. The type of class and its behavior and work habits, the kind and quantity of resource materials, and the physical limitations of the classroom are a few of the factors that must be considered by the classroom teacher in planning her particular project."

THEY GAVE US WINGS

(Grade IV, Section D)

SPECIFIC OBJECTIVES

Through a study of this unit it is hoped that the pupils will:

1. Increase their ability to collect useful information, evaluate data and select the best material on the topic;
2. Come to appreciate the contribution of the Wright brothers to aviation;

3. Show a growing concern for accident prevention ;
4. Increase their skill in reading to obtain information, and in reporting on reading.

MAJOR LEARNINGS

1. Air travel can be safe if proper safety regulations are observed.
2. Aviation today owes much to the pioneers in the field.
3. Weather stations provide valuable information to pilots, navigators and those responsible for scheduling and dispatching flights.

SCIENCE LEARNINGS

1. Because the earth is round like a ball the great circle route is the shortest distance between two places.
2. Because an airplane has so much metal in it the magnetic compass is not too reliable.
3. The gyro-compass gives true direction and is not affected by metals.
4. The piston engine uses gasoline for power; the jet engine uses kerosene.

HEALTH AND SAFETY

1. Pilots need to have good vision, hearing and balance.
2. Aircrew must have ample rest before going on a flight.
3. Airlines do everything possible to insure the safety of passengers:
 - (a) safety belts
 - (b) delay of flight because of bad weather
 - (c) instruments for "blind" flying
 - (d) maintenance of aircraft
 - (e) periodic medical examination for all aircrew
4. The federal government enforces rules to make flying safer:
 - (a) filing of flight plans
 - (b) traffic rules for aircraft
 - (c) limiting loads on aircraft
5. Airplanes have saved many lives by flying sick and injured people to hospitals, by searching for and rescuing lost people, and by flying doctors and medical supplies to remote places to combat disease.

SCOPE

1. Reports of child's first-hand knowledge of airfields, airplanes, etc.
2. Man's desire to fly:
Story—Dædalus and Icarus
Early propeller—Leonardo da Vinci
Gliders—Lilienthal

3. Wright Brothers

Childhood interest in kites, spinner toy, etc.

Influence of early experiments in flying, e.g. early balloons—

Lilienthal experiments

Their early attempts at flying.

- (a) They built gliders and experimented with many different types.
- (b) The United States Weather Bureau supplied them with information regarding suitable spots for experimentation.
- (c) At Kitty Hawk, North Carolina, they made their first attempts to fly.
- (d) They invented a wind tunnel to help study gliders and flying machines.
- (e) In 1903 they made their first airplane flight which lasted only three seconds.
- (f) In 1904, their airplane could fly for five minutes, and by 1908, it flew for one hour.
- (g) In 1909 crowds and the U.S.A. President viewed planes tested. (In the above emphasize co-operation of brothers in all work.)

Compare the Wright Brothers' airplanes with a modern T.C.A. airplane as to speed, number of people carried, number of engines, basic construction and materials.

4. Stories of later fliers; e.g. Alcott and Brown; Lindbergh; Kingsford-Smith; Punch Dickens; Wop May.

PLAN OF ACTIVITIES

A. Initiation

1. Use the story of Dædalus and Icarus to appeal to the pupils' sense of adventure and excitement. Show pictures of the characters in the story.

B. Procedure: Class and teacher jointly decide on certain problems. Groups are selected to work on problems such as:

1. How the Wright brothers grew up as boys.
2. How the Wright brothers learned to fly their first glider.
3. How the Wright brothers learned much about flying. What is a wind tunnel? How is it used? What are some things that the Wright brothers learned through using theirs?
4. What was their new glider like after the wind tunnel experiments?
5. How did they get a motor for their first airplane?
6. What was the first power-driven airplane like?
7. How did they get the rest of the world to know about what they had done?
8. How did the Wright brothers use the experience of their bicycle shop training in learning how to fly? In building their

first glider? In building a gasoline engine? In building a wind tunnel? In rebuilding a frame strong enough to hold the engine?

C. Culmination

A frieze—development of flying. Summary by class members and teacher for selves or for other class invited to room. The radio conversation between aircraft and ground might be enacted.

CORRELATIONS

1. Reading, Literature and Verse Speaking.
Young Explorers—pages 309-352.
Riding With the Sun—page 269.
2. Language
 - (a) Practice accepted rules for good conversation (*Gaining Skill With Words*).
 - (b) Reports (Oral and Written)—(*Gaining Skill With Words*).
 - (c) Spelling and Vocabulary lists.
 - (d) Play based on safe landing and take-off procedures—stress-
ing need for clarity of expression and exact terminology
between pilot and ground control.
3. Arithmetic
Weather charts; Average speeds; Time problems; Thermometer.
4. Handwork
Frieze; Pictures; Class scrapbook.
5. Music
Canadian Singer—Book III.
6. Physical Education
Mimetic play; Airforce type of marching.

EVALUATION

Objective Tests—e.g. Multiple choice test of knowledge of pioneers in aviation. True or false test on knowledge children show of Weather Bureau, etc. Vocabulary test based upon such words as hangar, runway, rudder, etc. Daily observations of class members to discover evidence of progress towards specific objectives 1, 3 and 4.

BIBLIOGRAPHY

Bachman: *Great Inventors and Their Inventions*.

Beauchamp et al: *Discovering Our World, Book III*.

Craig et al: *Pathways in Science*.

Dickie et al: *Young Explorers*.

Hall: *Skyways*.

Nida: *Makers of Progress*.

Man Conquers the World With Science.

Norling: *Pogo's Sky Ride*.

Watson, S. (Ed.) : *Riding With the Sun*.
Webster : *Travel By Air, Land and Sea*.
Basic Science Education Series : *The Air About Us*.

CANADA—AN IMPORTANT PRODUCER OF FOOD

(Grade VI, Section B)

Theme: The Interdependence of Canadians in the Production of Food

AIMS AND OBJECTIVES

Attitudes:

1. Co-operation—Show the necessity of co-operation in the production of food. Involved is the consideration for the rights and feelings of others.
2. Scientific methods produce most food. Haphazard work is wasteful.

Appreciations:

1. Appreciation of the work of others.
2. Appreciation of the dignity of labor.
3. Appreciation of the benefits, cultural, social and economic, through association with others.

Understandings:

1. The dependence of man upon man; man upon animals.
2. Man's increasing control over nature.

Abilities and Skills:

1. Increase skill in reading for general significance.
2. Develop the skill of using materials gained to write simple reports.
3. Increase skill and ease of writing.

MAJOR AREAS

Effect of topography upon production.
Climate and its effect upon production.
Areas of production.
Marketing and distributing centers.
Preservation of foods—canning, etc.
Pure food laws—the government's role.
Scientific animal and plant breeding.

PROBLEMS

Find the reasons for the need for greater food production.
(N.B. Emphasis on the increasing world population in urban and industrial centers,—man's dependence upon man.)
How does topography affect food production?
How does climate affect food production?

How and by whom were animals and plants improved? (Stress the work done in experimental stations.)

Where are the great areas of Canadian production? What do they produce? (Fishing, meat production, dairying, wheat and other grains, fruit and vegetables.)

Where and why do marketing centers spring up?

How has food preservation been improved?

Why do we have "Pure Food Laws"?

CORRELATIONS

Science

1. Plant and Animal improvement.
2. Climate—What causes weather.
3. Canning, deep freeze, etc.

Health: Maintaining a pure food supply.

Literature: Simple stories and poems of farming, ranching and fishing.

Language: Preparation of reports.

Handwork: Animated maps, etc.

Dramatization: Harvest Home.

Music: Farming, fishing, cowboy songs.

Choral Speech: Simple poems of farming, fishing and ranching life.

PLAN OF PROCEDURE

Initiation

1. Discussion of the foods we eat,
or
One of the filmstrips listed at the end of this outline.
2. From the initial discussion should arise the request to study such problems as listed on Page 43.

Preparation of Reports

1. Study of the preparation of a report. (See *Communicating Ideas*.)
2. Writing of individual and group reports.
3. Illustration of such reports either by student's own art work or clipped pictures.

Map Study in relation to food producing areas, distributing and marketing centers.

Animated maps.

Simple dramatizations for the culmination program.

Visits to industrial food centers.

Culmination

Display of work done. (Booklets, maps, illustrations, etc.)

Dramatizations.

Quiz by pupils.

Evaluation

- Observation of conduct of class during socialized periods.
- Evaluate written and oral reports as to content, style and effort.
- Anecdotal record of individual attitudes—co-operation, initiative, sociability, dependability.
- Pupils evaluate each other and themselves.
- The teacher evaluates himself and his success as shown in the results of the work.

BIBLIOGRAPHY

- Alberta Wheat Pool: *Students Story of Wheat*.
- Amoss: *Canadian Neighbors*.
- Bruner and Smith: *Social Studies, Book II*.
- Bachman, F.: *Great Inventors and Their Inventions*.
- Campbell et al: *Old World Past and Present*.
- Denton and Lord: *A World Geography for Canadian Schools*.
- Frasier et al: *How and Why Experiments*.
- Gough: *New World Horizons*.
- Barrows et al: *American Continents*.
- London Life Assurance Co.: *This Canada of Ours*.
- McDougall and Paterson: *Our Country and Its People*.
- Scott, J. M.: *Our Story of Travel and Transport*.
- Hanna et al: *This Useful World*.
- Wilcox and Erb: *Richer Ways of Living*.
- Wilson: *Where Our Ways of Living Come From*.
- Canada Year Book*.
- Hammonds Universal Atlas*.
- Western Teacher Magazine*.

VISUAL AIDS

Filmstrips

1. Fisheries of Canada—XP-1129.
2. Sweet Sap—XP-820.
3. Pacific Salmon Run—XP-1139.

Kodachrome Slides

1. Dairying: A set of 63 slides—dairy farm to the dairy.
2. Poultry: Set of 14 slides—incubator to poultry farm.
3. Wheat: The complete story of the production of wheat with set of explanatory cards.

TALES FROM THE RED RIVER

(Enterprise Plan Adapted from Teacher Resource Unit No. 1:
Pioneer Life in the Red River.)

OBJECTIVES

As a result of this Enterprise we should:

1. Learn something of the conditions, circumstances and hardships of pioneer life.
2. Appreciate the traditions of faith, industry, perseverance, independence, and hospitality that comprise "the pioneer spirit".
3. Know something of the history and geography of Canada in general and of the Great Central Plain in particular.
4. Understand some reasons for the rapid development of the Canadian West, e.g., natural wealth for agriculture, open country for travel, friendly relationships with Indians, influence of railway, maintenance of law and order by the Mounties.
5. Recognize the contrast between means of modern living and the means of pioneer living.
6. Improve in certain skills and abilities such as: map making and map reading, drawing, cartooning and illustrating with line figures, note and report writing, particularly headings and enumerating of main ideas.

SOURCES OF INFORMATION

A. Pupil References

1. *Tales of the Red River.*
2. *Breastplate and Buckskin*: George Tait.
3. *Story of Our Prairie Provinces*: J. M. Scott.
4. *Highroads to Reading*, Book V: "Land of the Silver Chief".
5. *Finding New Homes in Canada*: Guillet and McEwen.

To be used if available:

The Oregon Trail (Parkman), *Singing Wheels* (O. Donnell), *The Brave and The Free* (Nolen), *Now and Long Ago, All About Canada for Little Folk*, Book I, (Dickie), *Early Life in Canada* (Chafe), *Modern Literature for Schools* (Leaver).

B. Audio-Visual Aids

- | | |
|--------|--|
| Tk-24 | "Portage"—sound film. |
| XP-414 | "When Fur was King"—filmstrip. |
| XP-413 | "The Story of the Red River Settlement"—filmstrip. |

C. Teacher References

1. *The Romance of the Prairie Provinces*, Burt.
2. *Mine Inheritance*, Niven.

3. *The First Days of the Red River Settlement*, W. Douglas.
4. *Women of Red River*, W. J. Healy.
5. *Manitoba Milestones*, M. McWilliams.
6. *Lord Selkirk's Settlers*, G. Bryce.
7. *Selkirk Purchase of Red River Valley*, J. P. Pritchett.
8. *The Red River Colony*, L. A. Wood.

POSSIBLE ACTIVITIES

Social Studies

1. Use of globe to illustrate the location and relationship of the Red River, Scotland and Montreal.
2. Making sketch maps, distance charts, relief maps, and silhouette maps.
3. Keep a bulletin board of appropriate maps, news items, etc.

Language

1. Continue the diary work started in the booklet *Tales of the Red River*.
2. Write a "news" report on happenings in the Red River Settlement.
3. Correlate language practice with dramatic play opportunities to produce scripts suitable for class production and class play-reading.
4. Use study assignments to offer instruction in notemaking, chapter summarization and report outlines in itemized style.
5. Compile a spelling list of words not in the spelling text yet used frequently in reporting on this Enterprise.

Science

1. Float a piece of ice to determine approximate volume below the water line. Apply the findings to an understanding of an iceberg. Discuss the origin of icebergs.
2. Make a plant collection or collect pictures of plants new to settlers.
3. Collect samples of native woods. Make a chart showing the uses of each to the settlers.
4. Make a chart showing the life cycle of the grasshopper.

Health

1. Report on snow blindness, its causes and cure.
2. Discuss the purity of natural water supplies.
3. Compare the health value of Red River flour with modern flour.
4. Discuss the lack of medical and dental care and the growth of home remedies.
5. Discuss how pioneer life contributed to happy living.

Music and Dramatization

1. Include in choral music a number of songs appropriate to the time and place of the Red River Settlement.
2. Teach folk dances appropriate to the pioneer theme.
3. Plan a series of plays or pantomimes based on incidents from life in the Red River. The following are suggestions only:
 - (a) The burning of the hay stacks.
 - (b) An evening in Miss Dairs' school.
 - (c) The shooting of the wolf.
 - (d) The land purchase from the Indians.
 - (e) The visit of Lord Selkirk.

Construction

1. Make a model of a Red River cart from thin wood or stiff cardboard.
2. Make a sand table set-up of the Red River settlement.
3. Model or illustrate the game traps, deadfalls, game snares etc., used by Indians and settlers.
4. Make a model of an Indian canoe.

Art

1. Make a mural or frieze illustrating some topic such as the journey from Scotland, a buffalo hunt, or the growth of the colony.
2. Design covers for and bind booklets made up during the Enterprise.

EVALUATION

During this Enterprise we expect to :

A. Increase our information.

We will measure this by

1. A quiz of 10 to 20 short answers at least once a week made up by the teacher.
2. An essay type exam of three questions to be given at the end of each major problem. Each pupil will write paragraphs on:
 - (a) The report of his own committee.
 - (b) Any two other reports given on that major problem.
3. Each committee will put on the bulletin board a list of facts worth remembering from their study and report. The teacher will use these facts as the basis of an objective test at the end of the Enterprise.

B. Improve our skills.

To do this we plan that

1. Each project (map, chart, frieze, etc.) will be accompanied by a little note of evaluation and by a mark. The note and the mark are to be given by the committee to the teacher.
2. The teacher will assign a mark on each project. The final

mark on each project will be the average of the teacher and committee marks.

3. We shall try to get copies of the Iowa Test of Basic Skills for all members of the class to see how we compare with other children in our grade in other schools.

C. Observe Personal Growth

To do this we plan to

1. Keep a record of the work and the time spent on each project by each committee member.
2. Keep a Plan Book of the Enterprise with.....as the Planning Secretary and.....as Recording Secretary.
3. Spend a share of our class time in planning and in discussion of questions like these:
 - (a) Why was our discussion better today?
 - (b) What were the strong points of today's reports?
 - (c) Which books have been most useful in this Enterprise?

4. Make a wall chart to see how "the pioneer spirit" showed itself in Red River days.

(The teacher and class should compile a list of desirable personal qualities. The list may be general as follows:

Respect for Self, Regard for Others, Reverence for God; or it may be more specific as follows: Hospitality, Co-operation, Independence, Industry.

From each story or report list the incidents or events that seem best to illustrate these virtues in pioneer living. Keep the concepts always at the children's level.)

THE HAPPIEST CHRISTMAS TREE

(Grade I)

TEACHER'S PURPOSES

A. *Attitudes*

1. To develop a desire to carry assumed tasks through to a satisfactory completion.
2. To develop reflective thinking at the pupil's level of maturity.
3. To provide for group experiences and group accomplishments.
4. To develop a sense of social responsibility.
5. To develop the concept of Christmas as a religious festival.

B. *Appreciations*

1. To develop sensitivity to the rights, desires, and contributions of others.
2. To develop an appreciation for the beauties of Nature.

C. *Understandings*

1. To understand the contributions of the past to the present.
2. To understand the social life of the community.
3. To observe Christmas at School.

D. *Abilities and Skills.*

1. To provide for pupil needs at this level of growth.
2. To provide meaningful practice in the essential skill subjects.
3. To stimulate creative ability.
4. To develop ability to use work materials effectively.
5. To provide for effective expression through various media.
6. To provide an objective for expressive activities such as music, rhythms, and choral speaking.
7. To communicate with others in writing.
8. To listen.

MOTIVATION

Story: "The Little Fir Tree".

Pictures if available.

PUPILS' PURPOSES

1. To dramatize the story of "The Little Fir Tree".
2. To construct the scenery.
3. To provide an opportunity to invite Mother to school.
4. To take part in Christmas preparations.

BIBLIOGRAPHY

1. *Highroads to Reading*—Book One.
2. *Canadian Singer*—Book One.
3. *Music Hour in the Kindergarten and First Grade*.
4. *Time for Poetry*—Arbuthnot.
5. *For the Children's Hour*—Bailey.
6. *Bible Stories*—Hurlbut.
7. *Native Trees of Canada*—Forestry Publication.
8. *Handbook of Nature Study*—Comstock.

PROBLEM AREAS	LEARNING ACTIVITIES	EXPRESSIVE ACTIVITIES
I. How could we play the story of "The Little Fir Tree" at school?	1. Language — Discuss and learn the story.	1.* Dramatize the story.
(a) Can we learn the story so that we could play it?	2. Science—Learn winter conditions in the woods. Learn facts about ever-green trees. Discuss transplanting of trees and seasons.	2.* Construct the winter woods scene.
(b) What must we make in order to play the story?	3. Social Studies — Learn about transportation of trees to the city.	3.* Construct the house scene in the city.
		4. Listen to poems about snow or trees.
		5. Make booklet of story.
		6. Rhythms — Swaying Trees, Snow-flakes.

II. Whom shall we invite to see us play the story?

(a) How shall we entertain Mother?

(b) How shall we show our appreciation to Mother?

1. Print Writing—
Learn words necessary to write invitation to Mother.

2. Choral Speech:
Learn "It's Christmas," "Long Long Ago."

3. Music: Learn Christmas Songs, e.g., "O Christmas Tree."

4. Literature — Learn Christmas poems.

5. Social Learnings:
How to receive guests.

1. Write invitation to Mother.

2. Decorate invitation.

3. Make gift for Mother.

4. Wrap and label gift.

5*. Create or learn Rhythms for program (based on decoration of tree.)

6*. Dramatize correct behavior towards guests.

7*. Choral speaking.

8. Sing Christmas Songs.

9. Recite poems.

III. Why do people celebrate Christmas?

(a) How did Christmas begin?

(b) How shall we celebrate Christmas at school?

1. Literature: Story of the Nativity and the origin of gift giving.

2. Language — Pictures of the Nativity.

3. Literature: "Why do Bells for Christmas Ring?" (Poem by Lydia and Coonley Word).

4. Music: Learn carols, "Away in a Manger", "Silent Night".

5. Social Learnings:
to accept responsibility for gift for a friend.

1. Arranging for a gift for a school friend.

2*. Make or bring decorations for class tree.

3. Draw pictures of Christmas toys and shopping excursions.

CULMINATION

Mothers come to school to see play. Music rhythms and choral speaking are also included for entertainment of guests. Gifts are presented to Mothers.

EVALUATION

NOTE: Items marked (*) indicate group activities. Unmarked items indicate individual activities.

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